California's Accountability System

2018 California School Dashboard Technical Guide FINAL VERSION:

2018–19 School Year

December 2018

Prepared by the
California Department of Education

Available on the CDE California School Dashboard and System of Support Web Page at: https://www.cde.ca.gov/dashboard/.

Table of Contents

Preface **1**
2018 Dashboard Reporting Timeline **2**
Key Changes to the Dashboard: What's New? **3**
What Data Are Used for the 2018 Dashboard? **10**
What Data Will Be Used for the 2019 Dashboard? **11**
California's Integrated Accountability and Continuous Improvement System **12**
Background 12
An Integrated Accountability System 13
Who Gets a Dashboard? **16**
Local Educational Agency-Level Data: Alternative and Charter Schools 16
Dashboard Alternative Schools Status **17**
Eligibility Criteria 17
Schools that Are Automatically Assigned an Alternative Status 17
Schools that Are Eligible to Apply for Alternative Status 18
Participation Form and Instructions 19
Withdrawing from DASS 19
Dashboard Reporting Timeline and Modified Methods for DASS Schools 19
How Do You Get a Performance Level (or Color)? **20**
The California Model 20
Status Levels and Cut Scores 20
Change Levels and Cut Scores 21
Performance Level (or Color) 21
Gauges 22
Small Populations: Less than 150 Students **24**
Applicable at LEA, School, and Student Group Levels 24
N-Size is Less than 150 24
Three-by-Five Methodology 25
Adjusted Three-by-Five Colored Grid for Suspension Rate Indicator 25
Adjusted Three-by-Five Colored Grid for Graduation Rate Indicator 26
Adjusted Three-by-Five Colored Grid for Chronic Absenteeism Rate Indicator 26
Next Steps 27

Table of Contents (Cont.)

Who Gets a Performance Level (or Color)? **28**
Exception: Foster Youth and Homeless 28
Less than 30 Students 28
Overview of the California School Dashboard **30**
New Look and Feel to the Dashboard 30
Performance on State and Local Indicators 30
Student Population 31
Additional Data on Each Measure 32
Equity Report 33
Student Group Performance 33
Local Indicators 34
Student Groups **36**
Student Group Calculation 37
Student Groups Reported in the Dashboard 37
Race/Ethnicity 37
English Learners 38
Current English Learners 40
Prior English Learners Only (Reclassified Fluent-English Proficient Only) 40
English Only 40
Foster Youth 41
Homeless 42
Socioeconomically Disadvantaged 43
Students with Disabilities 44
Data Corrections 45
LEA and School Type **46**
LEA Type for Reporting Purposes 46
School Type for Reporting Purposes 46
Dashboard Indicators **47**
Academic Performance **47**
Academic Indicator (Grades 3–8 and Grade 11): English Language Arts/Literacy and Mathematics **47**
Changes for this Indicator 47

Table of Contents (Cont.)

Who Receives this Indicator? 48
Data Source 49
Participation Rate: New for 2018 Dashboard 49
Calculating the Participation Rate 51
Distance from Standard 55
No Scale Score 57
Calculate DFS for LEA, School, or Student Group 57
How Does the Participation Rate Reduce the DFS? 57
Will Participation Rate be calculated for Student Groups? 58
How Many Students Are Needed to Report an Impact of Participation Rate on DFS? 58
Will the Participation Rate Be Reported on the Dashboard? 58
Calculated Formula for Status for K–8 and K–12 LEAs and Schools 59
Calculation Formula for Status for 9–12 LEAs and Schools 59
Calculation Formula for Change for all LEAs and Schools 60
Which Students Are Automatically Removed from the Distance from Standard Calculations? 60
Parent Waivers 60
Federal Requirement, Pair and Share for K, 1, and/or 2 Schools 60
Reporting Current English Learners, Prior English Learners Only, and English Only Student Groups in the Dashboard 63
Cut Scores and Five-by-Five Tables 63
Student Groups and Data Corrections 63
Examples on How to Calculate Distance from Standard 63
Future Changes 70
College/Career Indicator (Grades 9–12) 72
Changes for this Indicator 72
Who Receives this Indicator? 72
Data Sources 72
Explaining the College/Career Indicator 73
College/Career Indicator Measures 73
Data Sources and Corrections 75

Table of Contents (Cont.)

College/Career Indicator Model and Benchmark Criteria 78
Calculation Formula for Status 80
Calculation Formula for Change 80
Cut Scores and Five-by-Five Colored Tables 80
Additional Data on how Student Groups Performed on Each Measure 80
Example on How to Calculate the College/Career Indicator 81
Modified College/Career Indicator for DASS Schools 84
Who Receives a Modified College/Career Indicator? 84
Why do DASS Schools Receive a Modified College/Career Indicator? 84
How Many Years of Data are Used? 84
Data Source 84
Calculation Formula for Status 84
Calculation Formula for Change 84
Cut Scores and Five-by-Five Colored Tables 85
Student Groups and Data Corrections 85
Examples on How to Calculate the College/Career Indicator for DASS Schools 85
Future Changes 88
English Learner Progress Indicator (Grades 1–12) 90
Changes for this Indicator 90
Who Receives this Indicator? 90
English Learner Definition and Student Group 90
District Level ELPAC Reports and Charter Schools 90
State Level ELPAC Report 90
Local Indicator: Implementation of Academic Standards (Priority 2) 92
Self-Assessment Tool for Priority 2 92
Chronic Absenteeism Indicator 95
Background 95
Who Receives this Indicator? 95
Chronic Absenteeism Definition and Eligible Enrollment 95
Data Source 95

Table of Contents (Cont.)

Calculation Formula for Status 95
Calculation Formula for Change 97
Cut Scores and Five-by-Five Colored Tables 97
Student Groups and Data Corrections 97
Academic Engagement 99
Graduation Rate Indicator (Grades 9–12) 99
Changes to this Indicator 99
Who Receives this Indicator? 100
Data Source 101
Four-Year Graduation Rate for Comprehensive High Schools 101
Four-Year Cohort: Who Counts as a Graduate (Numerator)? 101
Four-Year Cohort: Who Counts in the Graduation Cohort (Denominator)? 102
August 15 Cut Off Date 102
When Students Change Local Educational Agencies or Schools 102
Modified Method: DASS Graduation Rate 103
What are Modified Methods and Why are They Only Applicable to DASS Schools? 103
DASS Graduation Rate: Who Counts as a Graduate (Numerator)? 103
DASS Graduation Rate: Who Counts in the Graduation Cohort (Denominator)? 107
August 15 Cut Off Date and Summer Graduates 108
When Students Transfer Between Schools 109
Calculation Formula for Status 110
Calculation Formula for Change 112
Cut Scores and Five-by-Five Colored Tables 112
Student Groups and Data Corrections 112
Five-Year Graduation Rate 117
How is the Five-Year Graduation Rate Calculated? 117
Future Changes 118
Local Indicators: Access to a Broad Course of Study (Priority 7) 119
Self-Assessment Tool for Priority 7 119
Suspension Rate Indicator 120
Who Receives this Indicator? 120
Unified Cut Scores Applied to K–12 Schools 120
Suspension Rate Rules 120

Table of Contents (Cont.)

"In-school" and "Out-school" Suspensions 121
Key Differences 121
Automatic Assignment of an Orange Performance Level 122
Data Source 122
Calculation Formula for Status 123
Calculation Formula for Change 123
Cut Scores and Five-by-Five Colored Tables 123
Student Groups and Data Corrections 124
Local Indicators: Basics (Priority 1), Parent Engagement (Priority 3), and Local Climate Survey (Priority 6) **128**
LCFF Priority 1: Basic (Availability of Textbooks, Adequate Facilities, and Correctly Assigned Teachers) 128
LCFF Priority 3: Parent Engagement 128
LCFF Priority 6: School Climate 130
Additional Information **131**
Standard Rounding Rules 131
New Schools 131
Closed Schools 131
County-District-School Code 131
Additional Reports: CCI, Participation Rate, Student Groups, and Five-by-Five **132**
Five-by-Five Placement Reports 132
Has Anything Changed with the Report Since the 2017 Dashboard? 132
Who Receives a Five-by-Five Report? 132
How Does the Five-by-Five Placement Reports Relate to the Dashboard? 133
What is included in the Five-by-Five Placement Reports? 133
Identification of LEAs for Differentiated Support and Intensive Interventions **135**
Eligibility Criteria for Identifying LEAs for Differentiated Support and Intensive Intervention 135
Are Charter Schools Eligible for Differentiated Support as LEAs in 2018? 135
Criteria by Priority Area for Determining LEA Eligibility for Differentiated Support and Intensive Interventions 135
Intensive Intervention 135

Table of Contents (Cont.)

Identification of Schools for Comprehensive Support and Improvement **143**

Schools with Graduation Rate Below 67 Percent (CSI—Low Graduation Rate Schools) 143

Lowest-Performing Title I Schools (CSI—Lowest Performing Schools) 143

Identification of Schools for Targeted Support **146**

Examples of How Schools Are Identified for Targeted Support..... 146

Appendix A: Distributions, Cut Scores, and Five-by-Five Colored Tables **148**

Appendix B: Self-Assessment Tools for Local Indicators 9 and 10 ..... **191**

Appendix C: Academic Indicator: Participation Rate and Distance from Standard: Inclusion and Exclusion Rules **194**

Appendix D: Scale Score Ranges for the Smarter Balanced Summative Assessments **201**

Appendix E: Alternative Text for Images in the Guide **202**

CDE Contacts and Related Internet Pages **209**

Acronyms **211**

Preface

This guide provides technical information on California's accountability system, specifically in regards to the state and local indicators reported in the California School Dashboard (Dashboard). The guide is intended for accountability coordinators at local educational agencies (LEAs) to access the calculation methodology and rules used to produce each of the state indicators. The guide also provides an overview of the local indicators, available resources that are related to the Dashboard, information on the systems of support under the Local Control Funding Formula (LCFF), and an update on the identification of schools for comprehensive and targeted support under the Every Student Succeeds Act (ESSA). This guide also reflects new changes that have been incorporated in alignment with the state's approved ESSA State Plan, which was approved by the U.S. Department of Education (ED) in July 2018 (see the California Department of Education [CDE] Every Student Succeeds Act web page https://www.cde.ca.gov/re/es/).

This guide is not intended to serve as a substitute for state and federal laws or regulations. The guide should be used in conjunction with information provided through the CDE California School Dashboard and System of Support web page at https://www.cde.ca.gov/dashboard, as well as from e-mails and correspondence disseminated by the CDE to accountability coordinators.

If you wish to be added to the CDE accountability coordinators listserv, please visit the Accountability Listserv web page at https://www.accountabilityinfo.org/.

This guide is produced by the CDE's Academic Accountability Unit (AAU) and Data Visualization and Reporting Office (DVRO) in the Analysis, Measurement, and Accountability Reporting Division.

Questions about:

- The Academic Indicator (for Grades Three through Eight and Grade Eleven), College/Career Indicator, Chronic Absenteeism Indicator, Graduation Rate Indicator, Suspension Rate Indicator, and CDE accountability coordinators listserv should be addressed to the AAU by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov.

- The English Learner Progress Indicator should be addressed to the DVRO by phone at 916-323-3071 or by e-mail at ELaccountability@cde.ca.gov.

- Logging onto the Dashboard, registering as an LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP) should be addressed to the Local Agency Support Systems Office (LASSO) by e-mail at lcff@cde.ca.gov.

- LEAs Identified for Support should be addressed to Regional Support and Awards Office by phone at 916 319-0836 or by e-mail at rsao@cde.ca.gov. (County offices of education also have additional information on LEA support.)

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2018 Dashboard Reporting Timeline

■ November 2018: LEA Preview of the Dashboard

There will be a "rolling weekly release" where two state indicators will be released for preview each week. This will allow LEAs sufficient time to review each indicator thoroughly and provide feedback to the CDE as necessary.

The preview will only be accessible to LEA Dashboard Coordinators and Secure Accountability Coordinators.

■ November 2018: Release of Preview and Final Dashboard Technical Guide

The preview version of the Dashboard Technical Guide was made available to download to LEA Dashboard Coordinators and Secure Accountability Coordinators during the LEA preview of the Dashboard.

This final Dashboard Technical Guide reflects decisions made by the State Board of Education (SBE) at the November 2018 meeting on the Academic Indicator, Chronic Absenteeism Indicator, Graduation Rate Indicator, College/Career Indicator, and adjustments to the Dashboard Alternative School Status graduation rate criteria.

■ November 16, 2018: Local Indicators Submission Deadline

The deadline for LEAs to complete the local indicators and submit its results to the Dashboard was November 16, 2018. If an LEA did not complete the self-reflection tool and submit its results for a local indicator by the deadline, the Dashboard will show as Not Met by default.

■ Week of December 3, 2018: Public Release of the Dashboard

The 2018 Dashboard data results will be released during the first week of December. These results will be used in the identification of LEAs for differentiated support as required by LCFF and in the identification of schools for comprehensive and targeted support as required under the ESSA. For additional details regarding the support for LEAs and schools, please see the sections titled:

- "Identification of LEAs for Differentiated Support and Intensive Interventions,"
- "Identification of Schools for Comprehensive Support and Improvement," and
- "Identification of Schools for Targeted Support."

Key Changes to the Dashboard: What's New?

Annual Review of the State Indicators: Beginning with the March 2016 SBE meeting, the SBE started their annual review of the state and local indicators and performance standards. The purpose of this annual review process is to determine whether any changes or improvements are necessary, based on newly available data, recent research, and/or stakeholder feedback. This section identifies changes or additions made by the SBE to the reporting of the state indicators for the 2018 Dashboard.

New Look and Feel to the Dashboard

When the Dashboard was first designed, the CDE engaged multiple stakeholder groups and collaborated closely with the Equity and Policy Stakeholder Input Working Group in the design process.

Since the pilot release of the Dashboard in spring 2017, and the subsequent release of the Fall 2017 Dashboard (in its first operational year), the CDE received feedback on how to improve its design and usability. The 2018–19 State Budget provided an additional $300,000 to update the Dashboard's user interface. Some notable changes planned for the public release of the 2018 Dashboard include:

- **Parent-Friendly Design:** The Dashboard has been redesigned so that it is simpler to use and easier to understand.

- **Scorecard Feature Used to Reflect Summary Data:** Summary data for each indicator are presented on scorecards. Each scorecard flips over to reveal more details.

- **Performance Levels (Colors): No More "Pies" to Identify Color:** Gauges are now used to report an LEA, school, or student group's performance color by pointing to one of the five performance levels (Blue, Green, Yellow, Orange, or Red).

- **Fully Translated into Spanish:** Spanish-speaking families will have complete access to a full Spanish translation of the website.

- **State and Local Indicators Organized by Three Categories:** The Dashboard now reports state and local indicator data under three categories:

    - *Academic Performance*:
        - English Language Arts/Literacy (ELA)
        - Mathematics
        - College/Career
        - English Learner Progress

        - Academic Standards (Local Indicator Priority #2)

    - *Academic Engagement*:
        - Chronic Absenteeism
        - Graduation Rate
        - Access to a Broad Course of Study (Local Indicator Priority #7)

    - *Conditions and Climate*:
        - Suspension Rate
        - Basic: Teachers, Instructional Materials, Facilities (Local Indicator Priority #1)
        - Parent Engagement (Local Indicator Priority #3)
        - Local Climate Survey (Local Indicator Priority #6)

This guide is organized under these three categories.

Dashboard Alternative Schools Status: Indicators Reported for First Time

In prior Dashboards, alternative schools or schools approved for Dashboard Alternative School Status (DASS) did not receive a Dashboard report. As a result, their data were not included in their LEA Dashboard results.

Beginning with 2018 Dashboard, DASS schools will receive a Dashboard report for the first time, and they will be held accountable for meeting all of the same state indicators that are reported in the Dashboard for non-DASS schools. However, to more fairly evaluate the success of alternative schools that serve high-risk students, modified methods will be used for two Dashboard indicators:

- The DASS graduation rate for the Graduation Rate Indicator, and
- The DASS graduation cohort for the College/Career Indicator

With DASS schools now receiving Dashboard reports, LEAs' Dashboard reports will now include their DASS schools' data for **all state indicators**.

Further details on eligibility criteria, application, and withdrawal processes for DASS are detailed in the Dashboard Alternative Schools Status section of this guide. Further information on the modified methods used for DASS schools are available in the Graduation Rate Indicator and College/Career Indicator sections within this guide.

Recalculation of Prior Year Data to Incorporate New Changes

Substantial changes have been made to almost all indicators due to the inclusion of DASS schools' results, revised cut scores, directives from the U.S. Department of Education, etc. These changes are reflected in both the current year **and prior year**

data. It is important that all new changes are reflected in both the current and prior year data because "Change" is calculated by using these two years of data.

Academic Indicator for High Schools and High School Districts (Grade Eleven)

Beginning with the 2018 Dashboard, grade eleven results on the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics will be reported on the Academic Indicator in accordance with California's approved ESSA State Plan. The Dashboard will report Status and Change, along with performance levels (colors) for grade eleven students.

Further information on grade eleven results are detailed in the Academic Indicator section of this guide.

Participation Rate and Incorporation into Academic Indicator

Beginning with the 2018 Dashboard, the participation rate will be included in the reporting of the Academic Indicator. The federal ESSA requires states to test at least 95 percent of all students and student groups in ELA and mathematics, and to factor the participation rate into their accountability systems. If a school or student group does not meet the 95 percent participation rate, the Academic Indicator must be reduced to account for the number of students needed to meet the participation rate.

Further information on the rules used to calculate the participation rate and the methods used to incorporate the participation rate into the Academic Indicator are detailed in the Participation Rate section of this guide.

College/Career Indicator: Multiple Changes

- **Use of Most Current Data:** Compared to the "lagging data" used to report the College/Career Indicator (CCI) for the Fall 2017 Dashboard, the 2018 Dashboard uses the most current data. Status will be based on the Class of 2018 and Change will be the difference between the Class of 2018 and Class of 2017.

- **Approval of Change Cut Scores:** At the November 2018 SBE meeting, the SBE approved Change cut scores. Therefore, the 2018 Dashboard will report Change data for the CCI for the first time. It will also report performance levels (colors) for the first time.

- **Two New Measures:** At the September 2018 meeting, the SBE approved the following two new measures to be included in the calculation of the CCI beginning with the 2018 Dashboard:
    - State Seal of Biliteracy

- Leadership/Military Science

- **Modified CCI for DASS Schools:** The DASS graduation rate will be used as the base of students included in the calculations of the CCI for DASS schools. The four-year graduation cohort is used as the base of students included in the calculations of the CCI for comprehensive high schools (non-DASS).

- **Inclusion of California Alternate Assessment Students:** All students in the four-year graduation cohort, including students who take the California Alternate Assessments (CAAs), will be included in the CCI calculations. This represents a change from prior years, in which students taking the CAAs were removed from the calculations.

Further information regarding the CCI are detailed in the CCI section of this guide.

English Learner Progress Indicator: Transition Year

For the 2018 Dashboard, the CDE will use the one year of English Language Proficiency Assessments for California (ELPAC) Summative results from the spring 2018 test administration to display on the Dashboard. Since two years of data are required to produce a performance level, the CDE will not be able to produce Status or Change for the English Learner Progress Indicator in the 2018 Dashboard.

Chronic Absenteeism Indicator: Reported for First Time

The 2018 Dashboard will report, for the first time, data for the Chronic Absenteeism Indicator based on the two years of data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

The SBE approved, at its September 2018 meeting, the proposed calculation methodology for the Chronic Absenteeism Indicator. It also approved, at the November 2018 meeting, the cut scores for Status and Change, including the five-by-five colored table specific for this indicator and the use of the three-by-five methodology for small populations. Therefore, the 2018 Dashboard will report Status, Change, and performance levels (colors) for the first time for this indicator.

Further information regarding the Chronic Absenteeism Indicator are detailed in the Chronic Absenteeism Indicator section of this guide.

Graduation Rate Indicator: Multiple Changes

- **Use of Most Current Data:** Compared to the “lagging data” used to report the Graduation Rate Indicator for the Fall 2017 Dashboard, the 2018 Dashboard uses the most current data. Status will be based on the Class of 2018 and Change will be the difference between the Class of 2018 and Class of 2017.

Based on SBE decisions and new business rules, the following changes were made to this indicator:

- **Business Rule Changes to Calculate the Four-Year Graduation Cohort:** In response to an audit by the U.S. Department of Education Office of Inspector General, the CDE made changes to how the four-year graduation rate is calculated.

- **Using Prior Year Data to Calculate Change:** For the Fall 2017 Dashboard, the Graduation Rate Indicator was the only state indicator that used a three-year average rate to calculate Change. In April 2018, the SBE approved modifications to calculating Change. Rather than using a three-year weighted average to calculate Change, the prior year data will be used (i.e., take the difference between current and prior year data). Therefore, as mentioned earlier, for the 2018 Dashboard, the calculation for Change will be the difference between the Class of 2018 and Class of 2017.

- **Approval of DASS Graduation Rate Status and Change Cut Scores:** At the May 2018 SBE meeting, the SBE approved the methodology for calculating a modified graduation rate for DASS schools for the 2018 Dashboard. In September 2018, the SBE approved Status and Change cut scores to be applied to the DASS graduation rate.

- **Reporting the Five-Year Graduation Cohort Rate on the Dashboard:** At the September 2018 SBE meeting, the SBE approved that the five-year graduation cohort rate be reported on the Dashboard **for informational purposes only.**

Further details to all changes listed above related to the graduation rate can be found in the Graduation Rate Indicator section of this guide.

- **Approval of the Three-by-Five Methodology to Student Groups and DASS Schools:** In July 2018, the SBE approved applying the three-by-five methodology to student groups, including DASS schools. This methodology is applied at the LEA, school, and student group level if the “N size” is less than 150 students.

  For further details regarding the three-by-five, please see the following bullet and the section in the guide titled “Small Populations: Less than 150 Students.”

■ Three-by-Five Methodology for Student Groups

The three-by-five methodology (formerly known as the Safety Net), which prevents large swings in data that are triggered by the results of a few students, was approved by the SBE in September 2017 to be applied at the LEA and school level for the Graduation Rate Indicator and the Suspension Rate Indicator. In July 2018, the application of the three-by-five methodology at the student group level was approved by the SBE for these two indicators. In November 2018, the application of the three-by-five at the LEA, school, and student group level was approved by the SBE for the

Chronic Absenteeism Indicator. Therefore, beginning with the 2018 Dashboard, the three-by-five methodology will be applied at the LEA, school, and student group levels for the following three indicators:

- Graduate Rate Indicator: Applied if there are less than 150 students in the graduating cohort
- Suspension Rate Indicator: Applied if there are less than 150 students who are cumulatively enrolled
- Chronic Absenteeism Indicator: Applied if there are less than 150 students who meet the chronic absenteeism eligibility enrollment requirements.

The application of the three-by-five methodology results in a refiguring of the performance level tables—from a five-by-five grid to a three-by-five grid—by removing two Change levels (Increased Significantly and Decreased Significantly) and thus limiting extreme changes in small student populations.

Further details on the methodology and the three-by-five colored grid can be accessed in the "Small Populations: Less than 150 Students" section within this guide.

Identification of LEAs, Including County Offices of Education, for Differentiated Support under LCFF

Beginning in 2018, county offices of education (COEs) will be included with other LEAs in the identification process for differentiated support. Also new in 2018, **local indicators** (not just state indicators) will be part of the identification criteria. Further details on the criteria can be found in the "Identification of LEAs for Differentiated Support and Intensive Interventions" section of this guide.

Approval of California's Revised ESSA Consolidated State Plan: Impacts to the 2018 Dashboard

California's ESSA State Plan was approved by the SBE at its July 2018 meeting and also approved by the ED in the same month. The revisions to the ESSA State Plan (which can be accessed on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/) impacted the methodology used to identify schools for Comprehensive Support and Improvement (CSI) and for Targeted Support:

o Identification of CSI Schools, including High Schools with Less than 67 Percent Graduation Rate

ESSA requires states to identify for CSI:

- At least five percent of the ***Title I***–funded schools;
- All high schools (regardless of whether they received Title I funding) that have a two–year average graduation rate of less than 67 percent.

o Identification of Targeted Support Schools

Under California's ESSA State Plan, schools that are not identified for CSI will be identified for Targeted Support regardless of their Title I funding status if they have one or more student group(s) that meet(s), for two consecutive years, the same criteria used to identify Title I–funded schools as lowest performing.
For the 2018–19 school year, schools will be identified for CSI as 'lowest–performing' based on the 2018 Dashboard data, and as 'low graduation rate' based on the two-year average graduation rate calculated using 2017 and 2018 graduation rates. Details regarding the identification of schools for CSI are included in the section titled, "Identification of Schools for Comprehensive Support and Improvement." Details on the identification of schools for Targeted Support can be found in the section titled, "Identification of Schools for Targeted Support."

o Assignment of Academic Indicator Results to Schools Serving Students Between Kindergarten and Grade Two Only

Because ESSA requires that *all schools* be held accountable, the California ESSA State Plan reflects how the state will hold schools that serve kindergarten, grade one, and/or grade two only (non-testing grades) for the Academic Indicator. Even though students in these grades are not administered the ELA and mathematics assessments, the school will be assigned Status, Change, and a performance level (color) using a process called "Pair and Share." For more details regarding pair and share, please see the header titled "Federal Requirement: Pair and Share for K, 1, and/or 2 Schools" under the Academic Indicator section.

What Data Will Be Used for the 2018 Dashboard?

Table 1 identifies the data that will be used to calculate Status and Change for each of the state indicators uploaded to the Dashboard by the CDE. These data will be used for the 2018 Dashboard. Note that all indicators use the most current data available.

Table 1: Data Used for the 2018 Dashboard

Indicator	Data Used for Status	Data Used for Change
Chronic Absenteeism Rate: Grades K–8	2017–18 Chronic Absenteeism Rate	2017–18 Chronic Absenteeism Rate *minus* 2016–17 Chronic Absenteeism Rate
Suspension Rate: Grades K–12	2017–18 Suspension Rate	2017–18 Suspension Rate *minus* 2016–17 Suspension Rate
English Learner Progress: Grades 1–12	Status will not be reported in the 2018 Dashboard.	Change will not be reported in the 2018 Dashboard.
Graduation Rate for Non-DASS Schools: Grades 9–12	2017–18 four-year cohort graduation rate (Class of 2018)	2017–18 four-year cohort graduation rate *minus* 2016-17 four-year cohort graduation rate
DASS Graduation Rate: Grades 9–12	2017–18 DASS graduation rate (Class of 2018)	2017–18 DASS graduation rate *minus* 2016-17 DASS graduation rate
Academic: Grades 3–8	2018 Smarter Balanced Summative Assessments (ELA and mathematics) Distance from Standard, including participation rate data	2018 Average Distance from Standard, including participation rate *minus* 2017 Average Distance from Standard, including participation rate
Academic: Grade 11 (High Schools, High School LEAs)	2018 Smarter Balanced Summative Assessments (ELA and mathematics) Distance from Standard, including participation rate data	2018 Average Distance from Standard, including participation rate *minus* 2017 Average Distance from Standard, including participation rate
College/Career for Non-DASS Schools: Grades 9–12	"Prepared" Graduates in 2017–18 four-year graduation cohort (Class of 2018)	"Prepared" Graduates in the Class of 2018 four-year graduation cohort *minus* "Prepared" Graduates in the Class of 2017 four-year graduation cohort
College/Career for DASS Schools: Grades 9–12	"Prepared" Graduates in the 2017–18 DASS graduation rate (Class of 2018)	"Prepared" Graduates in the Class of 2018 DASS graduation rate *minus* "Prepared" Graduates in the Class of 2017 DASS graduation rate

What Data Will Be Used for the 2019 Dashboard?

Table 2 identifies the data that will be used to calculate Status and Change for each of the state indicators uploaded to the Dashboard by the CDE for the 2019 Dashboard. The information in the table is subject to change based on any actions by the SBE.

Table 2: Data that May Be Used for the 2019 Dashboard

Indicator	Data Used for Status	Data Used for Change
Chronic Absenteeism Rate: Grades K–8	2018–19 Chronic Absenteeism Rate	2018–19 Chronic Absenteeism Rate *minus* 2017–18 Chronic Absenteeism Rate
Suspension Rate: Grades K–12	2018–19 Suspension Rate	2018–19 Suspension Rate *minus* 2017–18 Suspension Rate
English Learner Progress: Grades 1–12	2018 and 2019 ELPAC Summative results	Change will not be reported in the 2019 Dashboard.
Graduation Rate for Non-DASS Schools: Grades 9–12	2018–19 four-year cohort graduation rate (Class of 2019)	2018–19 four-year cohort graduation rate *minus* 2017–18 four-year cohort graduation rate
DASS Graduation Rate: Grades 9–12	2018–19 DASS graduation rate (Class of 2019)	2018–19 DASS graduation rate *minus* 2017–18 DASS graduation rate
Academic: Grades 3–8	2019 Smarter Balanced Summative Assessments (ELA and mathematics) Distance from Standard, including participation rate data	2019 Average Distance from Standard, including participation rate *minus* 2018 Average Distance from Standard, including participation rate
Academic: Grade 11 (High Schools, High School LEAs)	2019 Smarter Balanced Summative Assessments (ELA and mathematics) Distance from Standard, including participation rate data	2019 Average Distance from Standard, including 2019 participation rate *minus* 2018 Average Distance from Standard, including participation rate
College/Career for Non-DASS Schools: Grades 9–12	"Prepared" Graduates in the 2018–19 four-year graduation cohort (Class of 2019)	"Prepared" Graduates in the Class of 2019 four-year graduation cohort *minus* "Prepared" Graduates in the Class of 2018 four-year graduation cohort
College/Career for DASS Schools: Grades 9–12	"Prepared" Graduates in the 2018–19 DASS graduation rate (Class of 2019)	"Prepared" Graduates in the Class of 2019 DASS graduation rate *minus* "Prepared" Graduates in the Class of 2018 DASS graduation rate

California's Integrated Accountability and Continuous Improvement System

Background

On September 8, 2016, the SBE approved key elements of a new integrated accountability and continuous improvement system that will evaluate LEA and school performance in areas critical to students' preparedness for college and career. These areas are founded on the LCFF ten state priorities and include graduation rates, suspension rates, chronic absenteeism rates, college/career preparedness, assessment scores, and the progress of ELs.

With the implementation of the LCFF in 2014, LEAs are held accountable for improving student performance. Specifically, state law requires ten priority areas that school districts and charter schools must report in their LCAP. (Note: Two of the priority areas are limited to COEs.) These priority areas range from student achievement (performance on standardized tests and percent of ELs that become English proficient); school climate (administer a Local Climate Survey every other year); student engagement (graduation rates, chronic absenteeism rates, etc.); and parent engagement. Information on the LCFF priority areas can be accessed on the CDE State Priority Related Resources web page at http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp.

In December 2015, the ESSA was signed into federal law, which reauthorized the Elementary and Secondary Education Act and replaced the No Child Left Behind Act of 2001. One of the requirements under this law is for states to have a new multiple measures accountability system in effect by the 2017–18 school year based on the following five areas:

1. Achievement as measured by proficiency based on annual state assessments;
2. Four-year cohort graduation rates for high schools;
3. Another academic indicator for elementary and middle schools (e.g., chronic absenteeism);
4. Progress in English language proficiency for English learners; and
5. At least one other indicator of school quality or student success that is valid, reliable, comparable, and statewide (e.g., postsecondary readiness, student engagement, etc.)

For more information, see the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.

An Integrated Accountability System

Rather than developing two accountability systems—one that meets state requirements (LCFF) and another that meets federal requirements (ESSA)—an integrated local, state, and federal accountability and continuous improvement system founded on the LCFF priority areas that also aligns to ESSA requirements has been developed.

This new system, based on multiple measures, will use the Dashboard, which includes state and local performance standards for all LCFF priorities, to report progress. These performance standards will be used to:

1. Support LEAs in identifying strengths, weaknesses, and areas for improvement;

2. Assist in determining whether LEAs are eligible for assistance; and

3. Assist the SSPI in determining whether LEAs are eligible for more intensive state support/intervention.

Table 3 displays the ten LCFF priority areas of the accountability system.

Table 3: State and Local Indicators Listed by Priority Area

Priority Area	State Indicator	Local Indicator
Priority 1: Basic Services or Basic Condition at Schools	N/A	Appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities. (annual)
Priority 2: Implementation of State Academic Standards	N/A	Progress in implementing state academic standards. (annual)
Priority 3: Parent Engagement	N/A	Progress in seeking input from parents in decision making and promoting parental participation in programs. (annual)
Priority 4: Student Achievement	• Academic (grades 3–8 and 11) • English Learner Progress	N/A

Table 3: State and Local Indicators Listed by Priority Area (Cont.)

Priority Area	State Indicator	Local Indicator
Priority 5: Student Engagement	• Graduation Rate • Chronic Absenteeism	N/A
Priority 6: School Climate	• Suspension Rate	Administration of a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12).
Priority 7: Access to a Broad Course of Study	N/A	Annually measures progress on the extent students have access to, and are enrolled in, a broad course of study.
Priority 8: Outcomes in a Broad Course of Study	• College/Career	N/A
Priority 9: (COEs Only) Coordination of Services for Expelled Students	N/A	Annual measure of progress in coordinating instruction for expelled students.
Priority 10: (COEs Only) Coordination of Services for Foster Youth	N/A	Annual measure of progress in coordinating services for foster youth.

By reporting performance on multiple measures that impact student performance across the LCFF priorities, the accountability system provides a more complete picture of LEAs and schools, including their accomplishments and challenges. It also promotes equity by clearly identifying the achievement gaps among student groups. For LEAs and schools in need of additional assistance or intervention, the Dashboard will help identify specific areas in need of targeted assistance.

State Indicators

LCFF statute requires that the accountability system include standards for all LCFF priorities. The criteria established for state indicators include: (1) being valid, reliable, and fair measures, (2) having comparable, state-level data, and (3) the ability to disaggregate data by student groups. These criteria ensure a common and comparable way of measuring performance on the indicators across the state. The state indicators apply to **all** LEAs, schools, student groups (e.g., race/ethnicity, socioeconomically disadvantaged, English learners, and students with disabilities, Foster Youth, and Homeless) and progress on the indicators is reported through the Dashboard.

Each state indicator is described in detail in the section titled “Dashboard Indicators.” Detailed information will include, in part, technical information on the various calculation methodologies and rules used to calculate each of these indicators.

Local Indicators

Both the “Dashboard Indicators” and the “Overview of the California School Dashboard” sections detail the local indicators, which report LEA results of annual measurement of progress in the state priority areas for which state data is not available in the Dashboard. **Local indicators apply only to the LEA and charter school Dashboard; the local indicators do not apply to schools.** The “Overview of the California School Dashboard” provides technical information on the local indicators reported in the Dashboard.

Who Gets a Dashboard?

All LEAs and schools, including charter schools and DASS schools, will receive Dashboard reports.

Local Educational Agency-Level Data

Alternative and Charter Schools

DASS schools will be held accountable for the same indicators as non-DASS schools. These schools' data are "rolled up" or included in their LEA results.

Charter schools (both traditional and DASS) are treated as LEAs under the LCFF. Accordingly, charter schools' data are not "rolled up" or included in the charter authorizing agency's results. Charters receive school-level reports on the Dashboard.

Differences Between the Dashboard and DataQuest Reports

Because different rules are used to calculate LEA-level reports between the Dashboard and DataQuest, in most instances, the data within the two reports will not match for the Graduation Rate Indicator, Suspension Rate Indicator, and Chronic Absenteeism Indicator:

- The **LEA Dashboard reports:**
  - Does not include charter school data (as noted in the section above)
  - Uses the DASS graduation rate for DASS schools
- The **LEA DataQuest reports:**
  - Does include charter school data (but can be filtered out)
  - Uses the four-year graduation rate for DASS schools

In addition, the **suspension rates will also differ between DataQuest and the Dashboard** because students in non-public schools (NPS) are included in the count in DataQuest, whereas they are excluded in the Dashboard.

Exception: When the LEA oversees only charter schools or is a Statewide Benefit Charter, the charter schools' data are used to determine the district's performance levels (or colors) on the state indicators.

Dashboard Alternative Schools Status

Eligibility Criteria

In July 2017, the SBE approved eligibility criteria for schools to qualify under Dashboard Alternative School Status (DASS). These criteria distinguish between:

1. Schools that are **automatically** assigned an alternative status, and
2. Schools that are eligible to **apply** for alternative status or DASS.

These criteria are further detailed in the section below.

Please note that the 2018 Dashboard DASS application deadline closed on **August 15, 2018**. Accountability coordinators will be notified when the DASS application process opens for the 2019 Dashboard. To access the current list of schools participating in DASS for the 2018 Dashboard, please visit the CDE Active DASS Schools web page at https://www.cde.ca.gov/ta/ac/activeschools.asp.

Schools that Are Automatically Assigned an Alternative Status

Schools that meet the following criteria will **always** be assigned an alternative status and **will never have to apply for DASS**.

1. **School Type Identified in *EC:*** Schools that have a school type identified in *EC* Section 52052(d) are *automatically assigned* an alternative status. These schools do not need to apply for DASS. The school types are:

    - Continuation
    - County or District Community Day
    - Opportunity
    - County Community
    - Juvenile Court
    - County-Run Special Education

2. **District-operated Special Education Schools:** This represents schools that only provide services to students with disabilities. If at least 70 percent of the students in grades three through eight and grade eleven participate in the CAA, the school is automatically assigned an alternative status and does not need to apply for DASS.

Schools (under 1 and 2 above) can withdraw from DASS. The withdrawal process is identified later in this section.

Schools that Are Eligible to Apply for Alternative Status

1. **School Population Contains at Least 70 Percent "High-Risk" Students:** Schools that serve high-risk students but do not have a school type identified in *EC* Section 52052(d) can apply for DASS. These schools include: (1) alternative schools of choice and (2) charter schools that serve high-risk students. To be approved for DASS, these schools must have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups.

   The high-risk student groups includes students who are:

   - 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
   - Recovered Dropouts–the 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 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 (K–8)
   - 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)
   - 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)
   - High level transiency (i.e., students who have been enrolled in three or more schools during the past academic year or have transferred secondary schools two or more times since entering high school). For example:

  - In the same academic year, the student: (1) enrolled in School A and exited; (2) then enrolled in School B and exited; and (3) enrolled in School C. Because the student enrolled in at least three schools during the academic year, the student would be considered having a high level of transiency.

  - The student enrolled in School A in grade nine and transferred to School B during that year. In the following year, as a grade ten student, they transferred from School B back to School A. In this scenario, because the student transferred at least two times, the student would be considered having a high level of transiency.

- Foster Youth (*EC* Section 42238.01[b])

- Homeless Youth

Schools that apply for DASS are required to **re-certify** their high-risk student enrollments **every three years.** For instance, a school that was approved in August 2018 (to participate in the DASS program starting with the 2018 Dashboard) must reapply in 2020–21 to continue their participation in the DASS program for the 2021 Dashboard.

Participation Form and Instructions

The DASS participation instructions are posted on the CDE DASS Participation Instructions web page at https://www.cde.ca.gov/ta/ac/partinstruct.asp. The participation form will be made available on this web page when the DASS application process opens for the 2019 Dashboard.

Withdrawing from DASS

Any school that does not wish to participate in the DASS may submit a Withdrawal from DASS Participation Form to the CDE. The form and instructions are posted on the CDE DASS Participation/Withdraw Instructions and Forms web page at https://www.cde.ca.gov/ta/ac/withdrawinstruct.asp. **The withdrawal deadline has already passed for the 2018 Dashboard.** Schools that submit a withdrawal form are **ineligible to participate in DASS for three years**.

Dashboard Reporting Timeline and Modified Methods for DASS Schools

Beginning with the 2018 Dashboard, DASS schools will receive their **first** Dashboard and will be responsible for meeting the **same state indicators** as non-alternative schools; some of these indicators will be calculated using modified methods that fairly evaluate the performance and progress of these schools. The CDE, in collaboration with the Gardner Center at Stanford University (through a grant from the Stuart Foundation), has convened a California Advisory Task Force on Alternative Schools to develop and recommend alternative indicators to the SSPI. These modified methods include a DASS graduation rate and modified CCI. Details on these modified methods are provided under the section on the Graduation Rate Indicator and the CCI.

How Do You Get a Performance Level (Color)?

In May 2016, the SBE approved the methodology for calculating performance on the state indicators. The adopted methodology, known as the California Model, is two-dimensional and uses two data components: Status and Change.

The California Model

The SBE approved measuring performance for state indicators through a combination of current performance (Status) and improvement over time (Change). Both Status and Change provide equal weight. The approved cut scores for Status and Change serve as the performance standards for the state indicators and are reported as performance levels (or colors). The adopted methodology is called the California Model.

The performance standards are based on the distribution of Status and Change for each indicator (much like grading on a curve). Therefore, the performance standards vary by indicator and will generally remain fixed, until the SBE decides to update the standards.

For an LEA, school, or student group to receive a performance level (or color), they must have at least two years of data. The most current year of data are used to determine **Status.** The prior year data (or multi-year average) are used to determine **Change.**

Status Levels and Cut Scores

For each state indicator, there are five Status levels:

Five Status Levels
Very High
High
Medium
Low
Very Low

An LEA, school, or student group's **current year of data** are used to assign a Status level for each applicable indicator. For example:

- A school is assigned a "High" Status level for the Graduation Rate Indicator if its most current year graduation rate falls in the range for the "High" level.

The five Status levels were established for **each state indicator** through the following process:

1. The data used for each indicator were collected for all LEAs and charter schools statewide.

2. These results were ordered from highest to lowest.

3. Four cut scores were established based the percentile distributions to create five Status levels.

Change Levels and Cut Scores

"Change," in the California Model, is defined as the difference in results from the current year to the prior year:

Status minus ***Prior Year*** = **Change**

There are five Change levels for each state indicator:

Five Change Levels
Increased Significantly
Increased
Maintained
Declined
Declined Significantly

Every LEA, school, or student group is assigned a Change level for each applicable state indicator. For example:

- The suspension rate among the white student group declined significantly over the past year. Therefore, this student group is assigned a Change level of "Declined Significantly" for that indicator.

The five Change levels were established for **each state indicator** through the following process:

1. The difference in performance was calculated for all LEAs and charter schools statewide.

2. The calculated results were grouped into two separate distributions:

    a. Positive change (ordered from highest to lowest)
    b. Negative change (ordered from highest to lowest)

3. The two distributions (positive and negative change) were combined.

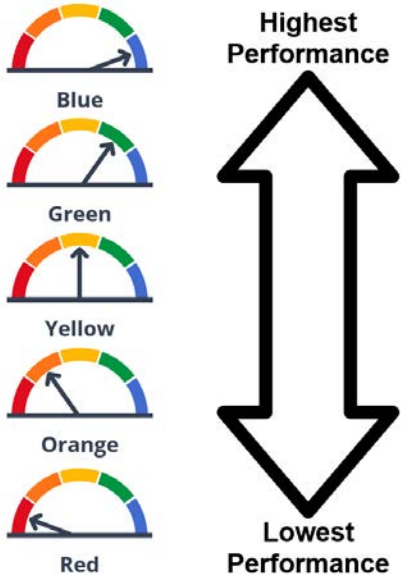
4. Four cut scores were established to create five Change levels based on percentile distributions.

Performance Level (or Color)

The combination of the five Status levels and the five Change levels results in 25

performance levels displayed in a five-by-five colored table. See Figure 3 for an example of a five-by-five colored table. Each of the 25 performance levels are represented by one of five colors (see Figure 1):

Figure 1: Five Performance Levels (Colors)



A performance level (color) is assigned to an LEA, school, or student group based on their Status and Change performance, which is derived from the use of a five-by-five colored table. (See the following page for the five-by-five table.)

Gauges

Throughout the Dashboard, results of state indicators will be reflected using gauges, as illustrated in Figure 1. The first gauge points to blue; the second gauge points to green; the third gauge points to yellow; the fourth gauge points to orange; and the fifth gauge points to red.

The gauges represent performance levels. Each gauge has five-colored segments ranging from Red, Orange, Yellow, Green, and Blue—with an arrow pointing to a specific color (as described in Table 4).

Table 4: Explanation of Gauges

Performance Level	Five-Segmented Gauge
The Red performance level is represented by a five-segmented gauge with an arrow pointing to the red segment.	Red
The Blue performance level is represented by a five-segmented gauge with an arrow pointing to the blue segment.	Blue

To ensure that individuals who are color blind can distinguish the performance levels (or colors), and to allow all viewers to differentiate the performance levels if the Dashboard report is printed in black and white, the name of the color is written below the gauge. The color definitions are explained in detail in the next section.

Five-by-Five Colored Tables

As described earlier, an LEA, school, or student group's performance level (color) is determined through the use of a five-by-five colored table. For instance, an LEA or school with a "High" in **Status** and an "Increased" in **Change** will receive an overall performance level of **Green** for *most* of the state indicators. See Figure 2 below.

Figure 2: How to Get a Performance Level (Color)

Level	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	*Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Yellow	Green	Blue	*Blue	Blue
*High in Current Year	*Orange	*Yellow	*Green	***Green**	Blue
Medium in Current Year	Orange	Orange	Yellow	Green	Green
Low in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low in Current Year	Red	Red	Red	Orange	Yellow

Automatic Assignment of Orange

LEAs and schools are automatically assigned an Orange performance level in the following instances:

- **Academic Indicator:** LEAs or schools that fail to test at least ten percent of their testing population are automatically assigned an Orange performance level.
- **Chronic Absenteeism and Suspension Rate Indicators:** LEAs and schools that did not certify (or submit) their attendance data or discipline data in the CALPADS for the current or prior Dashboard cycles are automatically assigned an Orange performance level.

See the Academic, Chronic, and Suspension Rate Indicator sections within this guide for specific details.

Small Populations: Less than 150 Students

Select LEAs and schools with small populations were over identified with Red (or Blue) performance levels based on the Spring 2017 Dashboard results. In response, the CDE, in collaboration with various stakeholders, reviewed multiple options to identify a method that would fairly assess LEAs and schools with small populations. In September 2017, the SBE approved an alternative methodology—known as the "Safety Net" or "Three-by-Five" methodology—for assigning performance levels to LEAs or schools that serve small student populations. This methodology limits large swings in the Change data that can be triggered by just a few students.

Because over-identification in the Red or Blue performance levels is most prevalent for the **Graduation Rate and Suspension Rate Indicators,** the three-by-five methodology was only applied to these two indicators for the 2017 Dashboards. However, now that the **Chronic Absenteeism Indicator** is reported for the first time on the 2018 Dashboard, the SBE approved, at their November 2018 meeting, the application of the three-by-five for this indicator as well.

Applicable at LEA, School, and Student Group Levels

***N-Size* Is Less than 150**

The three-by-five methodology is based on the number of students **included in the denominator of the indicator**—**where the *N*-size is less than 150**—rather than on the number of students enrolled:

- The *N*-size for the Graduation Rate Indicator is based on the number of students in the four-year graduation cohort. (If *N* is less than 150, the three-by-five methodology applies.)

- The *N*-size for the Suspension Rate Indicator is based on the number of students who are cumulatively enrolled during the school year. (If *N* is less than 150, the three-by-five methodology applies.)

- The *N*-size for the Chronic Absenteeism Indicator is based on the number of students who meet the chronic absenteeism eligibility enrollment requirements. (If *N* is less than 150, the three-by-five methodology applies.)

Can an LEA have both the five-by-five and three-by-five colored tables applied?

Yes. For instance, if, for the Graduation Rate Indicator, an LEA has over 150 students then the five-by-five colored table will be applied to determine the LEA's performance level (color). If the same LEA had one student group that had less than 150 students, then the student group will have the three-by-five colored table applied to determine the color.

Three-by-Five Methodology

The three-by-five methodology removes 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 and Suspension Rate Indicators:

- Increased
- Maintained
- Declined

Applying these changes results in a **three-by-five colored tables** for the **Graduation Rate, Suspension Rate, and Chronic Absenteeism Indicators only** (rather than a five-by-five colored tables). However, small student populations can still receive any of the five colors. Figures 3, 4, and 5 (below) illustrate the change from a five-by-five colored table to a three-by-five colored table as described above. (See Appendix E for the alternative text of each figure.)

Figure 3: Three-by-Five Colored Table for *Suspension Rate Indicator*

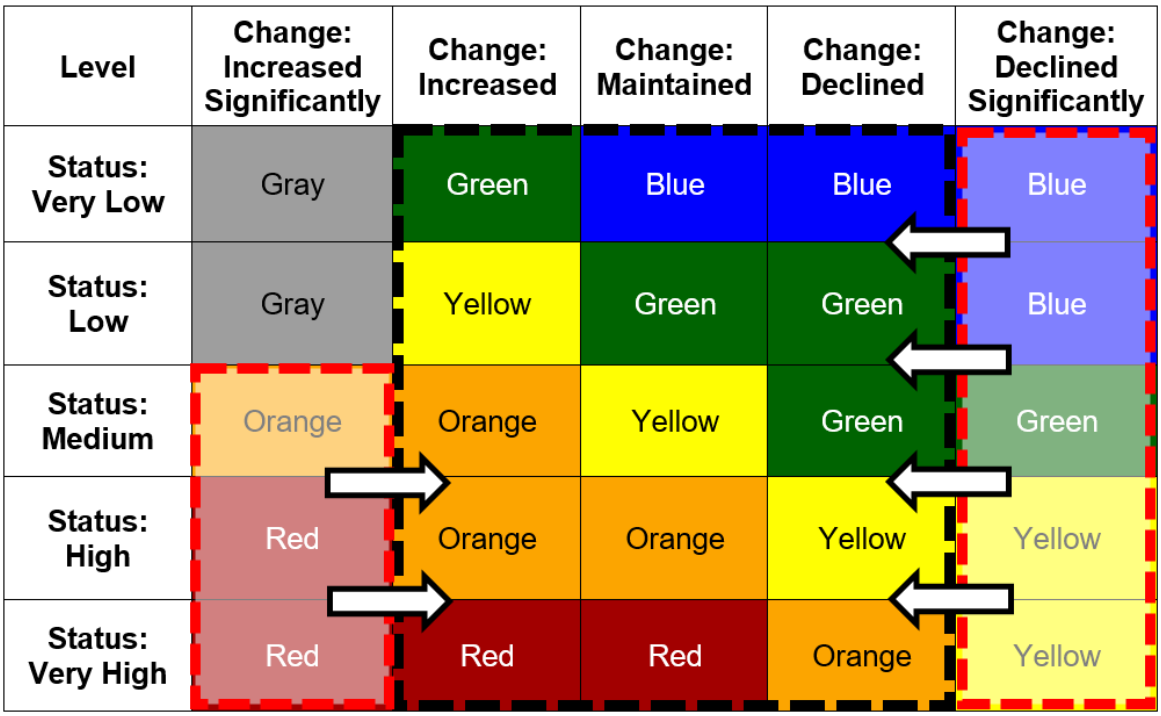


Figure 4: Three-by-Five Colored Table for *Graduation Rate Indicator*

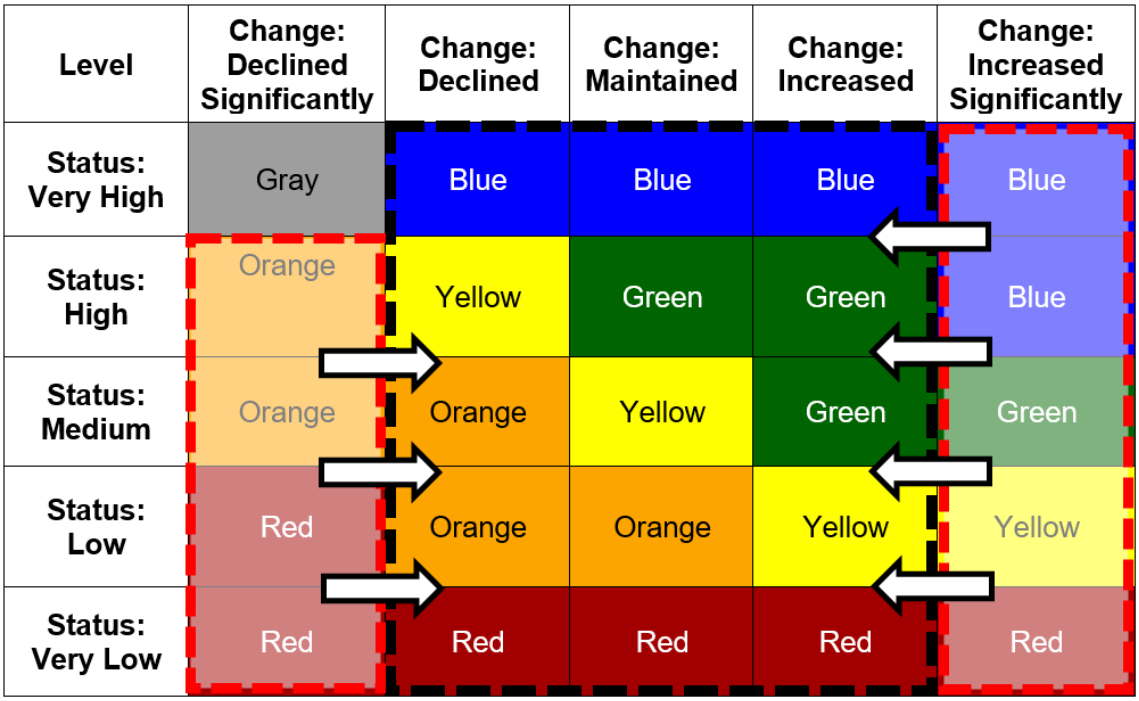
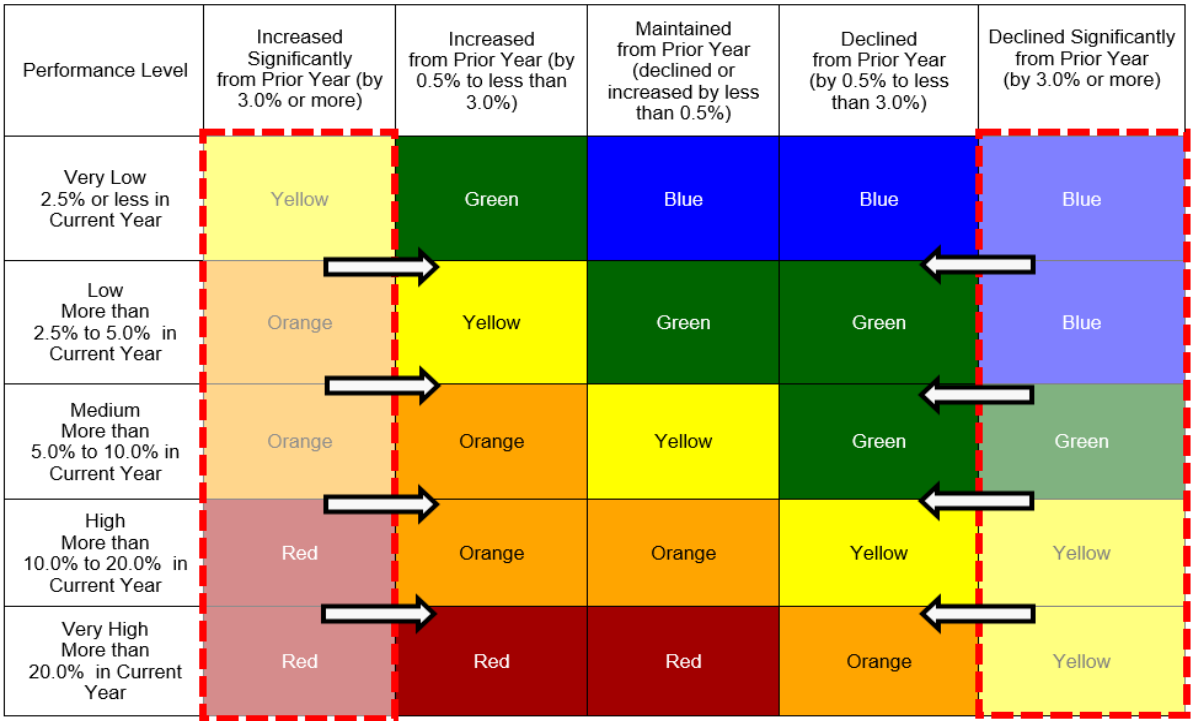


Figure 5: Three-by-Five Colored Table for *Chronic Absenteeism Indicator*



Next Steps

The CDE will continue to monitor the remaining state indicators (ELPI, CCI, and Academic Indicator) to determine if the three-by-five methodology should be applied.

If the data reveals that the three-by-five methodology should be applied, the CDE will work with the Technical Design Group and stakeholders prior to making a recommendation to the SBE.

Who Gets a Performance Level (Color)?

LEAs, schools, and student groups must have at least 30 or more students in both the current and prior year to receive a performance level or color. **However**, the data used to determine the *N*-size of "30 or more" differs by each state indicator.

Table 5 identifies the data and data sources used to determine the *N*-size of "30 or more" for the state indicators.

Exception: Foster Youth and Homeless

The number of students needed in the Foster Youth and Homeless student groups to receive a performance level (color) **differs at the LEA-level**.

- **School-level**: The *N* size for both student groups is 30 or more students. Therefore, if the school has 30 or more Foster Youth students or Homeless students, each student group will receive a performance level (or color).

- **LEA-level:** The *N* size for both student groups is 15 students (not 30). Therefore, if the LEA has 15 or more Foster Youth students or Homeless students, each student group will receive a performance level (or color).

Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting these two student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a performance level (or color) for each student group.

Less than 30 Students

The following business rules are used to report data on the Dashboard:

- **Between 11 to 29 Students:** LEAs, schools, and students groups that have between 11 and 29 students in the denominator, in either the current or prior years, will **only have** Status and Change data displayed. In these instances, a performance level (or color) will not be displayed.

- **Less than 11 Students:** Data for less than 11 students are not displayed on the Dashboard to protect the anonymity of the students.

Table 5

State Indicator	Data Used to Determine "30 or More"	Data Source
Academic (Grades 3 through 8 and Grade 11 in ELA and mathematics)	All students who take the Smarter Balanced Summative Assessments in grades 3 through 8 and grade 11 who are continuously enrolled* (See Appendix C for the complete inclusion and exclusion rules.)	CAASPP file from testing vendor
English Learner Progress	Not Applicable	Not Applicable
College/Career	All students in the four-year graduation cohort or the DASS graduation rate or combined graduation rate (four-year cohort plus DASS graduation rate) for LEAs.	CALPADS
Chronic Absenteeism	Enrollment (All students who are eligible enrolled or the total number of students who were enrolled in a school for at least 31 instructional days and attended at least one day.)	CALPADS
Graduation Rate	All students in the four-year graduation cohort or the DASS graduation rate or combined graduation rate (four-year cohort plus DASS graduation rate) for LEAs.	CALPADS
Suspension Rate	Enrollment (Cumulative enrollment or the total count of unique [unduplicated] primary, secondary, and short-term enrollments within the academic year.)	CALPADS

*Continuous enrollment is defined as enrollment from Fall Census Day (first Wednesday in October) to testing without a gap in enrollment of more than 30 consecutive calendar days.

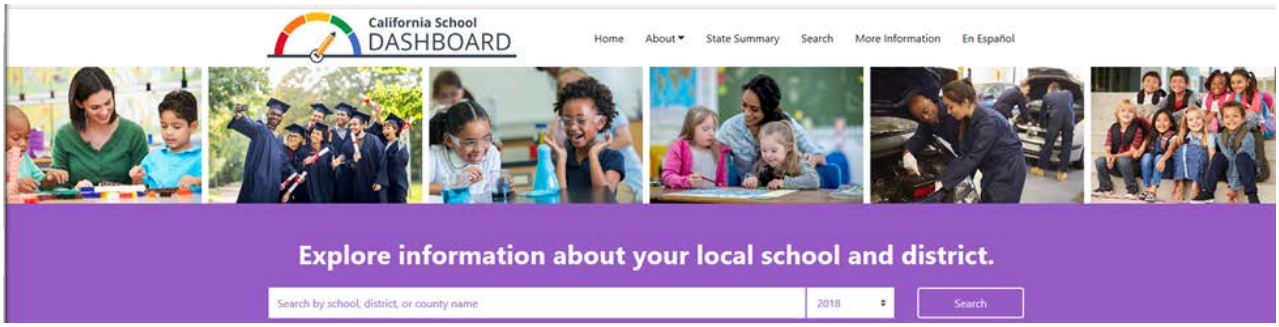
Overview of the California School Dashboard

New Look and Feel to the Dashboard

The Dashboard can be accessed on the CDE California School Dashboard and System of Support web page at https://www.cde.ca.gov/dashboard.

Upon entering the web site, to see the results for a district or school, type the name into the search bar. Then select the year. (See Figure 6 below and Appendix E for the figure's alternative text.)

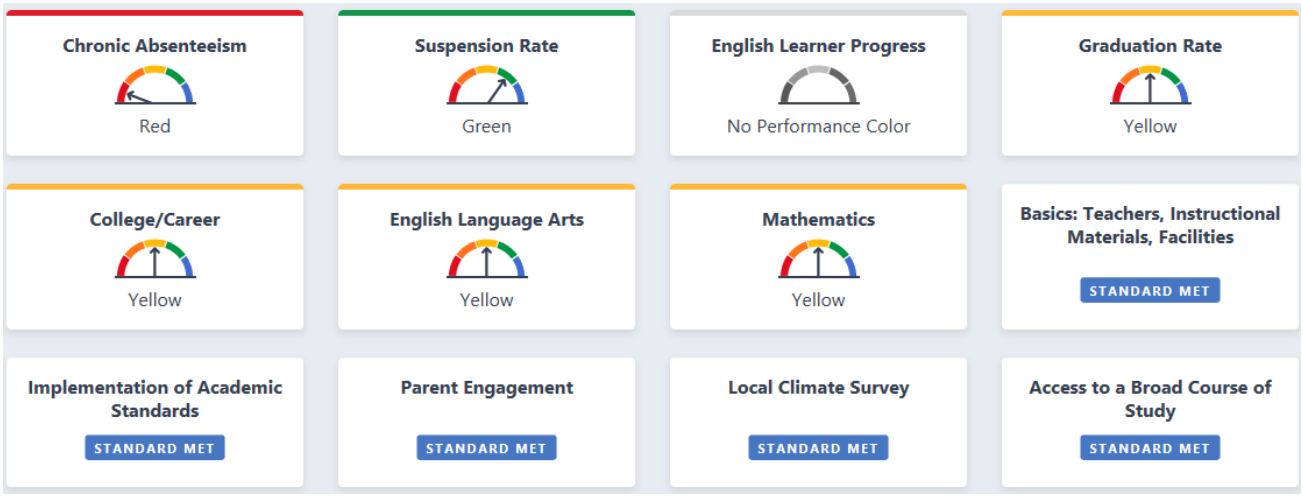
Figure 6: Dashboard Landing Page



Performance on State and Local Indicators

Once you select your district or school, you'll be able to see its **performance on state and local measures**. The figure below, Figure 7, is an example for a district. (See Appendix E for the figure's alternative text.)

Figure 7: Performance on State and Local Indicators



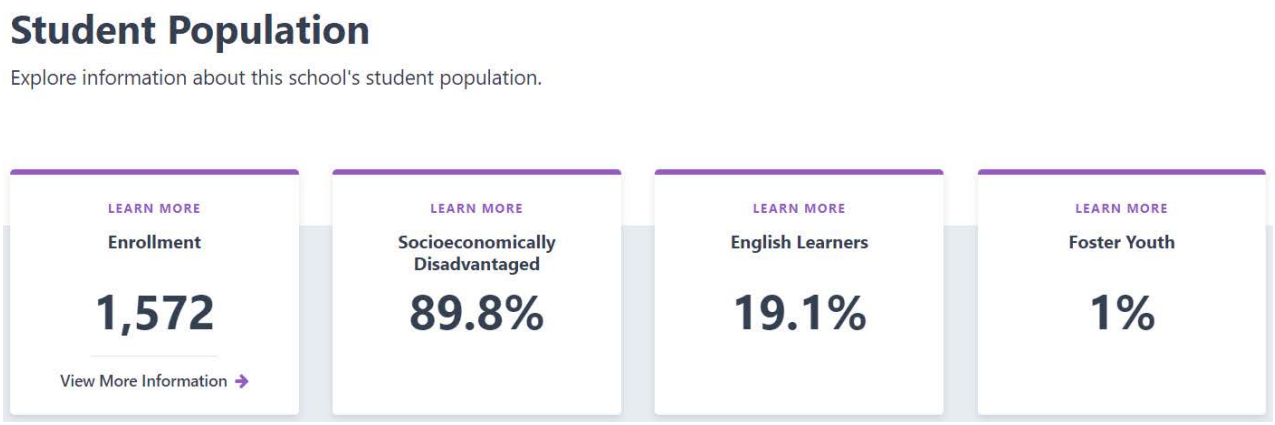
In the example above, the district received a Red performance level for Chronic Absenteeism and a Green performance level for the Suspension Rate. The district received

a Yellow performance level for the remaining four state measures— Graduation /rate, College/Career, ELA, and Mathematics. (Note that schools and districts will not receive a color for English Learner Progress in 2018.) The district also met the standard for all five local indicators.

Student Population

General student population data are also available on the main landing page of the Dashboard. See Figure 8 and Appendix E for the figure's alternative text.

Figure 8: Student Population Data on Main Dashboard Landing Page



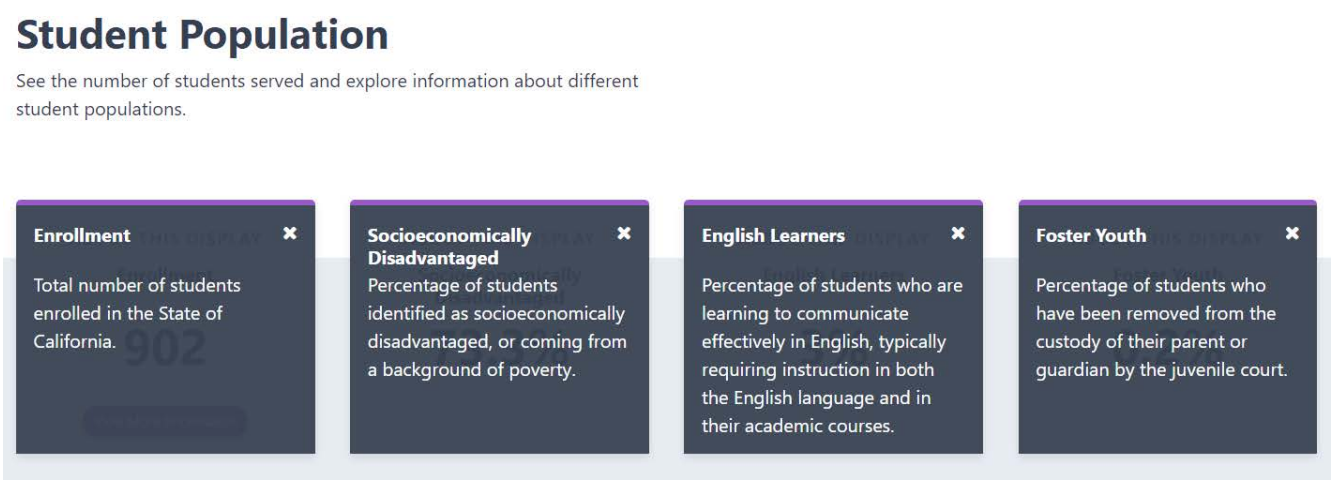
- **Enrollment:** These data are reflective of CALPADS 2017 Fall Census Day data. At the LEA-level, the data *excludes* charter school data. For example, an LEA's enrollment data will be based on 2017 Fall Census Day data *minus* their charter schools' enrollment data.

- **Percentage of Students who are Identified as Socioeconomically Disadvantaged, English learners, and Foster Youth**: These data are reflective of the CALPADS 2017 Fall Census Day data. At the LEA-level, the data *excludes* charter school data.

- **Learn More:** By selecting the "Learn More" text, viewers can access the definitions for enrollment, socioeconomically disadvantaged, English learners, and Foster Youth. (See Figure 9 below).

Descriptions for enrollment, Socioeconomically Disadvantaged, English learners, and Foster Youth can be accessed by selecting the "Learn More" text at the top of each card. See Figure 9 and Appendix E for the figure's alternative text.

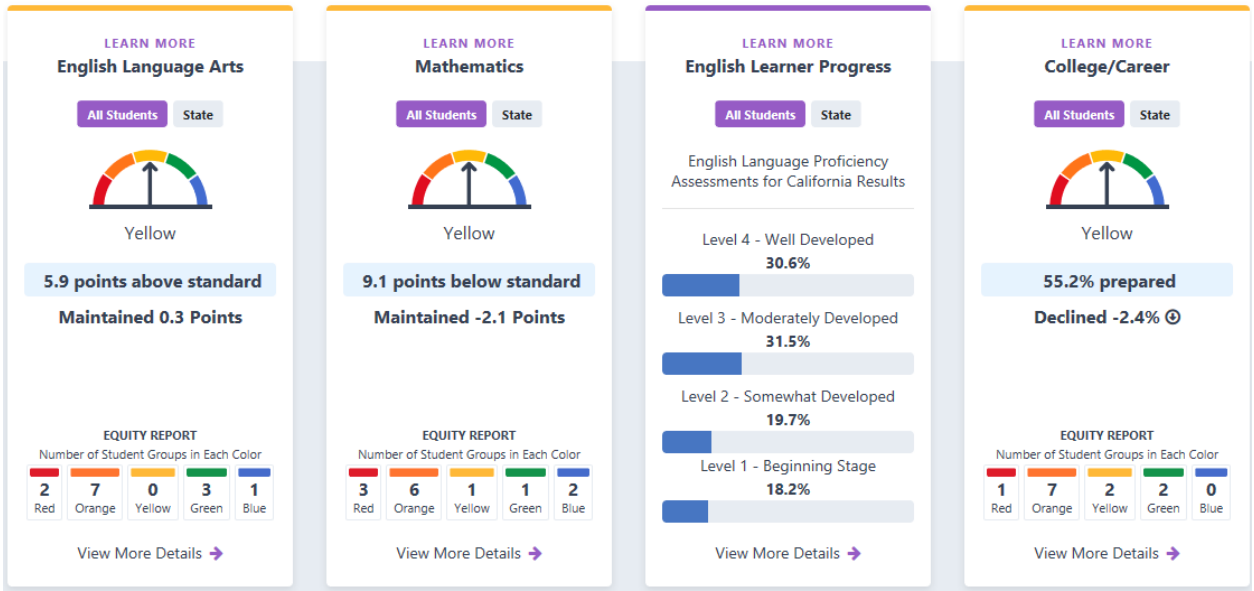
Figure 9: Student Population Descriptions



Additional Data on Each Measure

The Dashboard also provides **additional data on each measur**e, such as school or district results for the current year and whether improvement was made from the prior year. (See Figure 10 and Appendix E for the figure's alternative text.) Toggling back and forth between "All Students" and "State" allows you to compare student results for your school or district with statewide results.

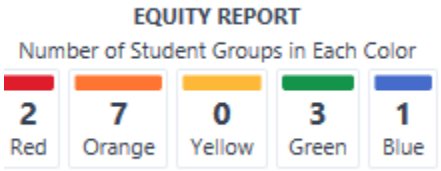
Figure 10: Data on Each Measure



Equity Report

There is also an **Equity Report** displayed at the bottom if the card for each state measure. This shows the number of student groups placed in each performance level (color). Figure 11 reflects the Equity Report for the mathematics results displayed on the prior page. The data reveals that two student groups received a Red color (the lowest performance level) for ELA, and one student group received a Blue color (the highest level). (See Appendix E for the figure's alternative text.)

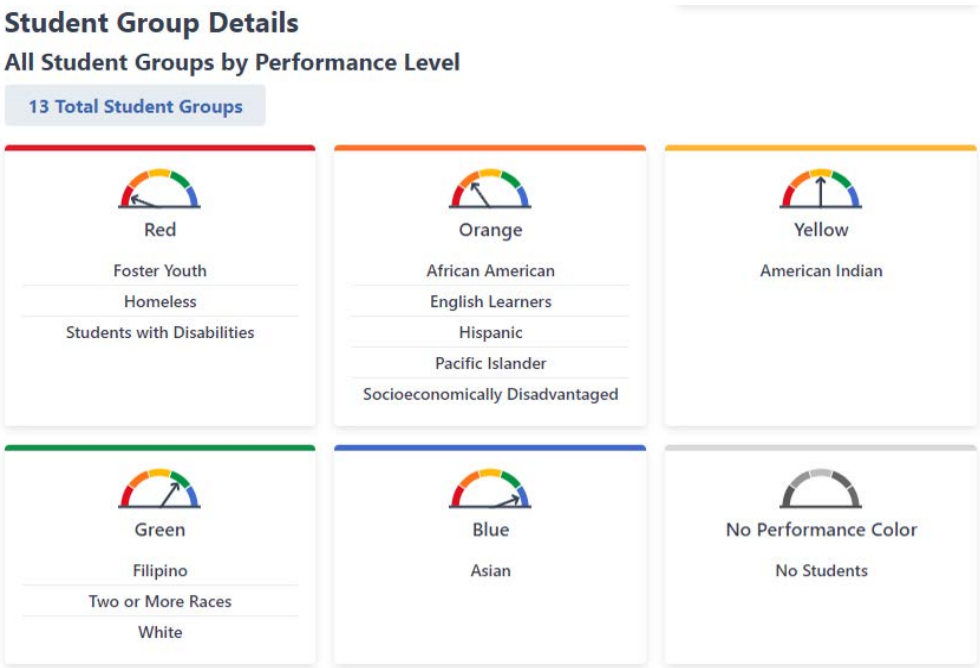
Figure 11: Equity Report



Student Group Performance

Selecting the "**View More Details**" link below the Equity Report will connect the viewer to a page that gives detailed information on how **student groups** performed on that indicator. Figure 12 is a Student Group Details sample for ELA. (See Appendix E for the figure's alternative text.)

Figure 12: Student Group Details



Local Indicators

LCFF statute requires that the accountability system include standards for all LCFF priorities; however, state data is not available for some priority areas identified in the LCFF statute. For these priority areas, the SBE approved the local indicators, which are based on information that a local educational agency collects locally. The local indicators apply **only** at the LEA level, which includes charter schools. These local indicators will appear on the LEA and charter school Dashboard with a status of *Met, Not Met, or Not Met for Two or More Years.*

For each local indicator the standards approved by the SBE require an LEA to:

1. Annually measure its progress on the local performance indicator based on locally available data.
2. Report the results at a regularly scheduled public meeting of the local governing board.
3. Report the results to the public through the Dashboard.

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.
The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. If a local educational agency meets the standard for a local indicator, it should select the rating of Met. If a local educational agency does not complete the self-reflection tool for a local indicator, the Dashboard will show as Not Met or Not Met for Two or More Years, as applicable.

Earning a performance level of Not Met for Two or More Years may be a factor in being identified for differentiated assistance beginning in the 2018-19 school year.

Please note that all charter schools, including those that are DASS, are required to upload their local indicators.

The self-reflection tools for local indicators 1, 2, 3, 6, and 7 can be found in the Dashboard Indicators section. Self-reflection tools for local indicators 9 and 10 can be found in Appendix B.

The table below identifies the seven local indicators that will be **reported** in the Dashboard **by LEAs** (see Table 6 on the following page).

Table 6

LCFF State Priority	Description
Priority 1	Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities
Priority 2	Implementation of State Academic Standards
Priority 3	Parent Engagement
Priority 6	School Climate – Local Climate Surveys
Priority 7	Access to a Broad Course of Study
Priority 9 (COEs Only)	Coordination of Services for Expelled Students
Priority 10 (COEs Only)	Coordination of Services for Foster Youth

Submission Timeline for Local Indicators

For the 2018 Dashboard, LEAs and charter schools' Dashboard Coordinators must report progress for their local indicators to the Dashboard by November 16, 2018, as 5 p.m. **Failure to meet this deadline will result in a "Not Met" or "Not Met for Two or More Years" rating, as applicable.**

Student Groups

The Dashboard reports specific student groups as required in California *EC* Section 52052(a)(2). This section reviews when a student group will receive a performance level (color), when the student group data will be reported (and when it will not), and the specific student group definition.

Student group data is reported in the Dashboard if:

- There are **30 or more students** in the group for both the current and prior year. These student groups **receive** a performance level (color) and the Status/Change data will be displayed.

  Exception: **Foster Youth and Homeless:** The number of students needed to report a performance level (color) **differs at the LEA level**.

- **School-level**: The *N* size for both student groups is 30 or more students. Therefore, if the school has 30 or more Foster Youth students or Homeless students, each student group will receive a performance level (or color).

- **LEA-level:** The *N* size for both student groups is 15 students (not 30). Therefore, if the LEA has 15 or more Foster Youth students or Homeless students, each student group will receive a performance level (or color).

  - **Note: Charter Schools** are treated as schools (not LEAs) when it comes to reporting these two student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless students, to receive a performance level (or color) for each student group.

- There are **11 to 29 students** in the group. These student groups **do not** receive a performance level (color) on the Dashboard. However, the Status/Change data will be displayed.

Student group data ***are not*** reported in the Dashboard if:

- A student group has **less than 11 students.** These student groups **do not receive** a performance level and their Status/Change data **will not** be displayed to protect the anonymity of the students.

The data source used to determine the number of students in each student group varies by each state indicator reported by the CDE.

Student Group Calculation

For each student group reported in the Dashboard, the **numerator** is based on the number of students in the group that **meet the performance standards** of the indicator. The **denominator** is based on the **total** number of students in the group.

Student Groups Reported in the Dashboard

Each student group reported in the Dashboard, including the data source and data correction timelines for the 2018 Dashboard reporting, are detailed below.

Race/Ethnicity

Race and ethnicity student groups reported for all state indicators:

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

The following rules are used to determine when students are placed in a racial or ethnic student group for each state indicator:

- **Academic Indicator (ELA and Mathematics for Grades 3 – 8 and Grade 11):** The placement of students in race/ethnic student groups under the Academic Indicator varies from the other state indicators. The following steps determine which race/ethnicity student group a student is included in:

    1. If the CALPADS student record shows Hispanic or Latino in any field, the student's results are included in the Hispanic or Latino student group.

    2. If the CALPADS student record shows non-Hispanic or Latino and only one race, the student's results are included in the student group of that racial category.

    3. If the CALPADS student record shows non-Hispanic or Latino and more than one race, the student's results are included in the Two or More Races student group.

    4. If the CALPADS student record shows blank in all fields, the student's results are included in the schoolwide and districtwide data but not in any race/ethnicity student group.

5. If the CAASPP student record cannot be matched to a student record in CALPADS, the student will be included in the Two or More Races student group. Note that unmatched records can only occur with the paper-pencil version of the Smarter Balanced Summative Assessment.

Note:

- Specific Asian groups (i.e., Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Hmong, or Other Asian) are counted as Asian.
- Native Hawaiian or specific Pacific Islander groups (i.e., Guamanian, Samoan, Tahitian, or Other Pacific Islander) are counted as Native Hawaiian or Pacific Islander.
- If multiple groups are marked in the same racial category (e.g., Chinese and Korean), the student is classified as that category (e.g., Asian), not Two or More Races.

- **College/Career Indicator, Chronic Absenteeism, Graduation Rate, and Suspension Rate:** For these indicators, a student is placed in a race/ethnicity group based on the race/ethnicity flag associated with their last enrollment record in CALPADS.

English Learners

English learners (ELs) are students who are learning to communicate effectively in English, typically requiring instruction in both the English language and in their academic courses.

State Indicator	Definition	Data Source
Academic: Grades 3-8 -and- Grade 11	Students who are marked as EL at any time during the school year (at the school where they tested), including students who were reclassified (or RFEP) within the past four years (i.e., reclassified *after* April 15, 2014).	The EL and RFEP data are extracted from the CALPADS ODS by the CDE after the End-of-Year (EOY) submissions deadline.
College/ Career	Students who are marked as EL at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.

State Indicator	Definition	Data Source
English Learner Progress	ELPAC Summative Assessment overall performance levels of EL students.	2018 ELPAC Summative Assessment
Chronic Absenteeism	Students who are marked as an EL at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Graduation Rate	Students who are marked as EL at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Suspension Rate	Students who are marked as an EL at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.

The Academic Indicator reports three additional student groups that are not reported in the other state indicators:

- Current English Learners
- Prior English Learners (Reclassified Fluent-English Proficient Only)
- English Only

The next three sections identify the definition and data source for these student groups.

Current English Learners

State Indicator	Definition	Data Source
Academic: Grades 3-8 -and- Grade 11	Students who are marked as EL at any time during the school year (at the school where they tested).	The EL data are extracted from the CALPADS ODS by the CDE after the EOY submissions deadline.

Prior English Learner Only (Reclassified-Fluent English Proficient Only)

ELs who have sufficient English proficiency to be reclassified as a fluent English speaker.

State Indicator	Definition	Data Source
Academic: Grades 3-8 -and- Grade 11 Report	Students who were reclassified (or RFEP) within the past four years (i.e., reclassified after April 15, 2014).	The RFEP data are extracted from the CALPADS ODS by the CDE after the EOY submissions deadline.

English Only

State	Definition	Data Source
Academic: Grades 3-8 -and- Grade 11	Students who are marked as English Only when initially enrolled in school.	The English Only data are extracted from the CALPADS ODS by the CDE after the EOY submissions deadline.

Foster Youth

Students whose well-being is the responsibility of a court.

State Indicator	Definition	Data Source
Academic: Grades 3-8 -and- Grade 11	Students who are marked as Foster Youth at any time during the school year (at the school where they tested).	The Foster Youth data are extracted from the CALPADS ODS by the CDE.
College/ Career	Students who are marked as Foster Youth at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Chronic Absenteeism	Students who are marked as Foster Youth at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Graduation Rate	Students who are marked as Foster Youth at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Suspension Rate	Students who are marked as Foster Youth at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.

Homeless

State Indicator	Definition	Data Source
Academic: Grades 3-8 -and- Grade 11	Students who are marked as Homeless at any time during the school year (at the school where they tested).	The Homeless data are extracted from the CALPADS ODS by the CDE after the EOY submissions deadline.
College/ Career	Students who are marked as Homeless at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Chronic Absenteeism	Students who are marked as Homeless at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Graduation Rate	Students who are marked as Homeless at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Suspension Rate	Students who are marked as Homeless at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.

Socioeconomically Disadvantaged (SED)

State Indicator	Definition	Data Source
Academic: Grades 3-8 -and- Grade 11	Students are SED if: • They were migrant, foster, homeless at any time during the academic year, or • They were eligible for Free or Reduced-Priced Meal (FRPM) Program (also known as the National School Lunch Program), or had direct certification for FRPM at any time during the academic year at the testing school, or • The parent education level is marked as "both parents did not received a high school diploma" at the time of testing.	The data used to determine SED status are extracted from the CALPADS ODS by the CDE after the EOY submissions deadline.
College/ Career	Students who are marked as SED at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Chronic Absenteeism	Students who are marked as SED at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Graduation Rate	Students who are marked as SED at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Suspension Rate	Students who are marked as SED at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.

Students with Disabilities (SWD)

State Indicator	Definition	Data Source
Academic: Grades 3-8 **-and-** **Grade 11**	Students are SWD if: • They received special education services and have a primary disability code or take the CAA, **OR** • They no longer receive special education services for two years after exiting special education. Note: If the *N* size for the student group is 30 or more, the student group will receive a performance level (color). Determining the *N* size for SWD is based on the total number of students with a primary disability code or those who took the CAA. These students' scores are used to calculate the Distance from Standard. Students who exited a special education program and did not receive services for up to two years (i.e., exited after April 15, 2016) are still included in the count of SWD students reported on the Dashboard. However, these students are **excluded** when determining the *N* size. An SWD, with a valid district of residence code in CALPADS and who is enrolled in a special education school or enrolled in a Non-Public School, is included in the district of residence accountability results.	The CAA data are provided by the testing vendor. Primary disability codes and special education services are marked in CALPADS by the LEA and are extracted from the CALPADS ODS by the CDE after the EOY submissions deadline.
College/ Career	Students who are marked as SWD at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.

State Indicator	Definition	Data Source
Chronic Absenteeism	Students who are marked as SWD at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Graduation Rate	Students who are marked as SWD at any time during the four-year cohort, or the DASS graduation rate, for the Class of 2018.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.
Suspension Rate	Students who are marked as SWD at any time during the 2017–18 academic year.	LEAs must certify the data in CALPADS by the initial deadline as part of the EOY submissions and make any appropriate corrections during the amendment window.

Data Corrections

The CDE will annually extract the following data from the CALPADS ODS after the EOY amendment window has closed:

- English Language Acquisition Status (EL, RFEP, EL Only, and English Only),
- SED (parent education level; FRPM; direct certification for FRPM; migrant),
- SWD (primary disability codes and special education services),
- Foster Youth,
- Homeless,
- Race/ethnicity,
- Enrollment data,
- Exit data,
- Career Technical Education (CTE) pathway completion data,
- Cohort graduation data,
- a-g completion data,
- State Seal of Biliteracy data,
- Leadership/military science, and
- Course data

LEAs and schools are advised to review these data in CALPADS and make corrections in the CALPADS ODS prior to the closure of the EOY amendment window.

LEA and School Type

Because different sets of cut scores and five-by-five colored tables are used to determine performance levels (colors) based on the LEA and school type, it is important that the appropriate “LEA type” and “school type” are identified. The following section explains how the CDE determines “LEA type” and “school type.”

Note that the school type for **K–12 schools** is not determined. For the purposes of the Suspension Rate Indicator and the Academic Indicator, these schools will have the unified school district cut scores and five-by-five colored table applied.

LEA Type for Reporting Purposes

LEA type designations of Unified School District, Elementary School District, and High School District are based off the California School Directory. Specifically, the “district ownership code” is used to assign each LEA their type. For Dashboard purposes, county offices of education are assigned a Unified School District type. These information are extracted annually on June 30 from the California School Directory.

Single school districts are assigned an elementary or high school district type based on their school type. For example, if the school type for a single school district is “Elementary,” then their district type is “Elementary School District.”

School Type for Reporting Purposes

School type designations of elementary, middle, and high are based off the California School Directory. The “educational institution level code” is mainly used to assign each school their type. Any school labeled as “Ungraded” or “Elementary High” will have their school type determined by the information in the “school ownership code.” Schools that have no information in the “educational institution level code” or “school ownership code” will be assigned as K–12.

Dashboard Indicators

The Dashboard reports the performance levels (colors) of each state indicator. These performance levels are used to identify strengths, weaknesses, and areas for improvement and to determine whether LEAs are eligible for technical assistance.

The Dashboard reports state and local indicators into three categories that are illustrated below. This section covers each state indicator as they appear in the order of the Dashboard. It includes the calculation methods and data sources used to determine the performance level for each indicator.

Academic Performance
- ELA and Mathematics (State Indicator)
- English Learner Progress (State Indicator)
- College/Career Indicator (State Indicator)
- Implementation of Academic Standards (Local Indicator Priority #2)

Academic Engagement
- Chronic Absenteeism (State Indicator)
- Graduation Rate (State Indicator)
- Access to a Broad Course of Study (Local Indicator Priority #7)

Conditions & Climate
- Suspension Rate (State Indicator)
- Basic Teachers, Instructional Materials, Facilities (Local Indicator Priority #1)
- Parent Engagement (Local Indicator Priority #3)
- Local Climate Survey (Local Indicator Priority #6)

Academic Performance

Academic Indicator (Grades 3–8 and Grade 11): English Language Arts/Literacy and Mathematics

Changes for this Indicator

Beginning with the 2018 Dashboard, the following changes are reflected within this indicator:

1. “Distance from Level 3” is now called “Distance from Standard” or DFS

2. Inclusion of the **participation rate** in the calculation of DFS

3. Grade eleven results will be now be included as part of the Academic Indicator rather than in a separate report. Therefore, **high schools** and **high school districts** will receive an Academic Indicator performance level (color) based on their grade eleven results. In November 2018, the SBE approved separate Status cut scores for **high schools** and **high school districts**. As a result, the following Status and Change cut scores are applied based on the school or LEA's type:

   - For **unified school districts and K–12 schools,** the grade eleven results are combined with the grades three through eight results to calculate one Academic Indicator for ELA and one Academic Indicator for mathematics.

   - The Status and Change cut scores set for grades three through eight (3–8), which were used in the 2017 Dashboard, will continue to be applied to:

     - Unified school districts,
     - Schools serving kindergarten through grade eight (K-8), and
     - Schools serving kindergarten through grade twelve (K-12)

   Table 7 below summarizes the cut scores that will be applied for each school and district type:

Table 7

Grades 3-8 Cut Scores	Grade 11 Cut Scores
Elementary School	High School (serving grades 7–12)
Middle School	High School District
K–12 School	(blank)
Elementary School District	(blank)
Unified School District	(blank)

4. Schools that **do not serve tested grades** (i.e., kindergarten, grade one, and/or grade two) will be **"paired and shared"** according to the state's approved ESSA State Plan.

The changes noted above will be discussed in detail throughout this section.

Who Receives this Indicator?

The Academic Indicator is based on the Smarter Balanced Summative Assessment ELA and mathematics results and applies to LEAs and schools with **grades three through eight** and **grade eleven.**

- **Participation Rate:** LEAs, schools, and student groups that have 11 or more students enrolled during the testing window will have the participation calculated for both ELA and mathematics.

- **Distance from Standard:** LEAs, schools, and student groups that have 30 or more students continuously enrolled will have Status, Change, and a performance level (color) for this indicator.

Schools that serve kindergarten, grade one, and/or grade two will also receive a Distance from Standard (DFS) but *will not* receive participation rates. (See the section "Pair and Share" for more details.)

Data Source

Results from the CAASPP assessments, which include the Smarter Balanced Summative Assessments and the California Alternate Assessments (CAAs) for grades three through eight and grade eleven, are received from the testing vendor.

Participation Rate: New for 2018 Dashboard

Beginning in 2018, the participation rate is included in the reporting of the Academic Indicator. The federal ESSA requires states to test at least 95 percent of all students and student groups in **ELA** and **mathematics**, and to factor the participation rate into their accountability systems. If a school, LEA, or student group does not meet the 95 percent participation rate, the number of students needed to meet the participation rate must be factored into the Academic Indicator results, as explained later in this section.

Failure to meet the 95 percent goal will cause a negative adjustment to the DFS.

Who Is Held Responsible for the 95 Percent Participation Rate Goal?

All LEAs and schools (including charter and DASS schools) that serve students in grades three through eight and grade eleven, as well as student groups represented in these grade levels, are responsible for meeting the 95 percent participation target.

Because LEAs, schools, and student groups have Status data reported if they have at least 11 students, the participation rate will affect entities with at least 11 students who are continuously enrolled and tested (i.e., have a DFS calculated). (See the section titled "Distance from Standard" for more details.)

Which Content Areas Are Used to Calculate the Participation Rate?

For accountability purposes, the participation rate is calculated for ELA and mathematics **only**. All LEAs, schools, and student groups are required to meet the 95 percent participation rate for these two content areas **on both the Smarter Balanced Summative Assessments and the CAAs**.

While the CDE will report the participation rate for the California Science Test (CAST) to the ED, the participation rate for this assessment will **not be** incorporated in the 2018 Dashboard. In 2018–19, the CDE will administer the first operational test for the new California Science Test (CAST) from which science results will be available for the first time based on the California Next Generation Science Standards (CA NGSS) for California

Public Schools, Kindergarten through Grade Twelve. Once the science results are available, the CDE is committed to begin the developmental work on proposing a Science Indicator that will be based on CAST results.

Which Students Are Automatically Removed from the Participation Rate Calculations?

The following students are not included in the calculations of the participation rate; therefore, these students' data will not impact the Academic Indicator of the LEA, school, or student group.

- **Medical Emergency:** Students who are absent from testing due to a significant medical emergency, and are flagged with the medical emergency condition code on the CAASPP file, are excluded from calculations for the participation rate. Student records marked as "not tested due to significant medical emergency" (condition code NTE) will be automatically removed, unless the student logged onto the test. For the Smarter Balanced Summative Assessments, any student who logs on to both the computer adaptive test (CAT) and performance task (PT) for the same content area (ELA or mathematics) will be counted in the participation rate, regardless of the student's condition code.

- **English Learners (ELs) New to the Country:** ELs who have been enrolled in a U.S. school for less than one year are exempt from taking the ELA portion of the Smarter Balanced Summative Assessments and the CAA. For accountability purposes, any EL newcomer who enrolled in a U.S. school ***after*** **April 15, 2017**, **will automatically be removed** from the calculation of the **ELA participation rate** even if the student opted to take one or both parts of the ELA assessment. (This is a change from prior year business rules. In prior years, EL newcomers were included in the ELA participation rate if the student chooses to participate in the ELA assessment, or if the student was unintentionally administered one or both parts of the ELA assessment.)

  Note: **All** EL students (regardless of whether they have been enrolled in a U.S. school for less than one year) are expected to take the mathematics Smarter Balanced Summative Assessment and will be included in the mathematics participation rate.

Do Parent Waivers Exempt Students from the Participation Rate Calculations?

No. Because the ED does not recognize parent waivers, students who do not take the assessments due to a parent waiver are still **included in the denominator of the participation rate.** (They are, however, **excluded from the numerator,** meaning that they are counted as "not participating.")

Are "Pair and Share" Schools Held Responsible for the 95 Percent Participation Rate Goal?

No. The ESSA State Plan only requires schools that serve kindergarten, grade one, and/or grade two to receive a DFS. Therefore, these schools will receive a DFS but they *will not*

receive participation rates and *will not* be held responsible for meeting the 95 percent participation rate goal.

Calculating the Participation Rate

Determining the Testing Window

Prior to calculating the participation rate, a school's testing window must be determined. Although LEAs set their own testing window for the Smarter Balanced Summative Assessments and the CAAs in the TOMS Test Administration Setup module, for accountability purposes, a school's testing window is determined separately by using the following rules:

- **Beginning of the Testing Window:** A school's testing window begins when the first student at a school logged on to either a computer-adaptive test (CAT) or the performance task (PT) in ELA or math. The first log on could be for either a Smarter Balanced Summative Assessment (in CAT or PT), or it could be logging on to the CAA.

- **End of the Testing Window:** The end of the testing window is the end date of the testing window that is determined by the LEA when their LEA CAASSP Coordinator sets the window dates in the TOMS Test Administration Setup module.

Participation Rate Formula

Total Number of Students Tested (Smarter Balanced Summative Assessments and the CAA)

divided by

Total Number of Students Enrolled During the Testing Window

The sections below provide further details on determining which students are included in the numerator (tested) and denominator (enrolled).

Please note that **whole number rounding** is used for the participation rate. Therefore, an LEA, school, or student group that has a calculated participation rate of:

- 94.1 percent or above will be rounded to 95 percent

Determining the Participation Rate Denominator: Enrolled

Students who are enrolled during a school's determined testing window, and **do not transfer in or out** during this window, are included in the enrolled count (i.e., included in the participation rate denominator).

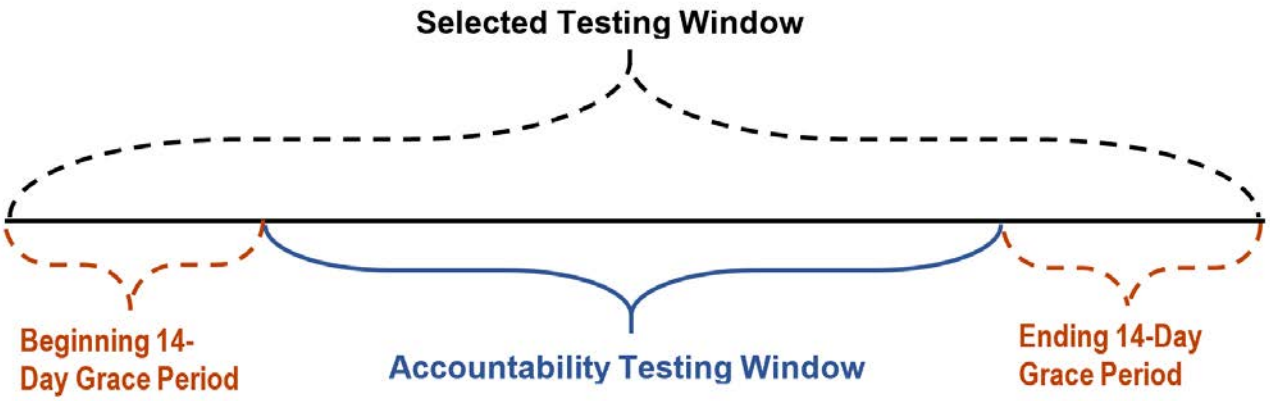
However, because some students **transfer in or out** during a school's determined testing window, **grace periods** were developed. These grace periods apply only to certain students

who transfer in and/or out during the testing window and hold schools harmless when there is inadequate time to administer the assessments.

Grace Periods

Two 14-day grace periods are applied within a testing window: one at the beginning of the testing window and one at the end. The 14-day grace periods are "calendar days," meaning that weekends and holidays are included in the count.

The accountability testing window is the period between the two grace periods. However, only students who enroll during the second grace period are exempt from being tested. The following diagram illustrates the differences among the selected testing window, grace periods, and accountability testing window.



Students Who Transfer In or Out

Students who do not test will be excluded or included in a school's participation rate based on when the student transferred in or out.

- **Transfer In:** Referencing the preceding diagram, schools are **responsible for testing students** who transfer in either during the *beginning 14-day grace period or* during the *Accountability Testing Window*. These students **will be included** in the enrolled count (i.e., included in the participation rate denominator).

  However, schools are **not responsible for testing students** who transfer in during the ending 14-day grace period. These students **will not be included** in the enrolled count if they were not tested.

- **Transfer Out:** Still referencing the preceding diagram, schools are **not responsible for testing students** who transfer out during the *beginning 14-day grace period*. These students **will not be included** in the enrolled count (i.e., not included in the participation rate denominator) if they were not tested.

  However, schools are **responsible for testing students** who transfer out either

during the *Accountability Testing Window* or during the *ending 14-day grace period*. These students **will be included** in the enrolled count (i.e., included in the participation rate denominator), whether or not they were tested.

Determining the Participation Rate Numerator: Tested

To be considered as "participating," and included as tested, a student must:

- Be "enrolled", and
- Log on to both parts (CAT and PT) of the test in the same content area (for the Smarter Balanced Summative Assessments) or have a test completion date, or
- Log on to the test for the CAA

For example, for the Smarter Balanced Summative Assessments, if a student logs on to the ELA CAT and does not log on to the ELA PT, the student would be counted as "not participating" in the ELA assessment and excluded from the numerator. Similarly, if a student logs on to the PT only for both content areas and not the CAT, the student would be counted as "not participating" (or excluded from the numerator) in both ELA and mathematics.

Who Is Held Responsible if a Student Transfers?

Table 8 provides scenarios in which students are included or excluded from the participation rate calculations. It also identifies which school is held responsible when a student transfers.

Table 8

Example	Jefferson City Junior High (JCJH)	Carson City Middle School (CCMS)	Participation Rate Determination
1	Student exits during the beginning grace period and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments.	(Does Not Enroll)	Due to the grace period applied at the beginning of testing, the student will not be included in JCJH's participation rate (neither in the denominator nor the numerator).

Example	Jefferson City Junior High (JCJH)	Carson City Middle School (CCMS)	Participation Rate Determination
2	Student exits during the accountability testing window and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments.	(Does Not Enroll)	Because the student exited JCJH during the accountability testing window and never enrolled in another school, the student will be included in JCJH's denominator for both the ELA and mathematics participation rates. However, the student will **not** be included in the numerator, since the student did not participate in the assessments.
3	Student completes the ELA PT but exits during the beginning grace period before completing the remaining Smarter Balanced Summative Assessments.	Student enrolls during the beginning grace period, completes the mathematics CAT and PT, but does not complete the ELA CAT.	Because the student enrolled at CCMS during the beginning grace period, CCMS is responsible for administering the ELA CAT, mathematics CAT, and mathematics PT to the student. For the mathematics participation rate, the student **will be** included in both the numerator and denominator for CCMS. For ELA participation, the student will be included **only** in the denominator and not be included in the numerator because the ELA CAT was not completed.
4	Student completes the ELA CAT and PT, and mathematics CAT but exits during the accountability testing window before completing the mathematics PT.	Student enrolls during the accountability testing window.	Because the student completed the ELA CAT and PT at JCJH, the student will be included in JCJH's ELA participation rate (in both the numerator and denominator). Because the student enrolled at CCMS during the accountability testing window, CCMS is responsible for administering the mathematics PT to the student. The student **will be** included in CCMS's mathematics participation rate.
5	Student completes ELA CAT and PT, and mathematics CAT and PT, and exits during the accountability testing window.	Student enrolls during the accountability testing window.	Because the student completed all Smarter Balanced Summative Assessments at JCJH, the student will be included in JCJH's ELA and mathematics participation rates (in both the numerator and denominator).

Example	Jefferson City Junior High (JCJH)	Carson City Middle School (CCMS)	Participation Rate Determination
6	Student exits during the accountability testing window. The student has not yet taken any of the Smarter Balanced Summative Assessments.	Student enrolls during the end grace period and does not take any tests.	Because the student enrolled at CCMS during the end grace period, the student will not be included in CCMS's participation rates. However, the student will be included in the denominator of JCJH's ELA and mathematics participation rates because the student transferred *after* the beginning grace period and during the accountability testing window.
7	Student completes the ELA CAT and PT and mathematics PT and exits during the accountability testing window.	Student enrolls during the end grace period and does not complete the mathematics CAT.	Because the student enrolled at CCMS during the end grace period, the student will not be included in CCMS's mathematics participation rate. However, the student will be included in JCJH's ELA participation rate (in both the denominator and numerator), and in the denominator for the mathematics participation rate because the student did not complete the mathematics CAT.

How Are LEA Participation Rates Calculated?

Each LEA's participation rates are calculated by aggregating all of its schools' participation rate data (i.e., all the schools enrolled and tested are aggregated to the LEA level). The only schools not aggregated are charter schools.

- **Charter Schools:** Because **all** charter schools are treated as LEAs under the Local Control Funding Formula, their data are not included in the state indicator Dashboard reports for the authorizing agency. The same will be true for the participation rate. Charter schools' participation data **will not be included** in their authorizing agencies' participation rates.

- **DASS Schools:** All DASS schools will receive a Dashboard report for the first time in 2018. These schools' data will be included in their LEAs' Dashboard report for each state indicator. Therefore, their participation data **will be included** in their LEA's participation rates.

Distance from Standard

Distance from Standard (DFS) represents the distance between a student's score on the Smarter Balanced Summative Assessments and the **Standard Met** Achievement Level threshold (i.e., the lower threshold of the scale score range for Level 3). The scale score

ranges for the Smarter Balanced Summative Assessments vary by content area–ELA and mathematics–and grade level and are available in Appendix D.

The calculation for the Academic Indicator uses all available scale scores to provide a more precise measure of an LEA's and school's status and progress. Each student's DFS is calculated separately and then all of the distances are combined to determine an average. The average distance is calculated for each LEA, school, and student group. These results will show which areas are in need of improvement and the extent to which the average student score falls short of, or exceeds, the Level 3 threshold.

Because the scale score ranges for each performance level *differ for each grade level*, it is important to compare each student's ELA and mathematics scores against the Level 3 scale score for the appropriate grade. For example:

- In grade five, the scale scores for ELA range from 2,201 to 2,701. The scale scores for mathematics range from 2,219 to 2,700. Within each range, there are four distinct achievement levels. See Table 9.

Table 9: Grade Five Scale Score Range for ELA and Mathematics

Achievement Levels	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
ELA Scale Score Ranges	2201–2441	2442–2501	***2502***–2581	2582–2701
Math Scale Score Ranges	2,219–2,454	2,455–2,527	***2,528***–2,578	2,579–2,700

As noted in Table 9, above:

- For ELA, the lowest scale score for Level 3 is 2,502. Each grade five ELA assessment score is compared against this fixed point to obtain the Distance from Standard.

- For mathematics, the lowest scale score for Level 3 is 2,528. Each grade five mathematics assessment score is compared against this fixed point to obtain the Distance from Standard.

Table 10 below provides examples of how the DFS is calculated.

Table 10: Examples of Calculating the DFS for Grade 5 Student

Student	Student's Score on Smarter Balanced Assessments	Smarter Balanced Assessments Scale Score Range for Level 3	Distance from Standard (DFS)
Grade 5 Student 1	ELA Score: 2,552	ELA Scale Score Range: **2,502** – 2,581	2,552 ***minus*** 2,502 = 50 points The student scored 50 points **above** the lowest possible Level 3 scale score in Grade 5 ELA. The DFS is **positive** 50 points.
Grade 5 Student 2	Math Score: 2,505	Math Scale Score Range: **2,528** – 2,578	2,528 ***minus*** 2,505 = 23 points The student scored 23 points **below** the lowest possible Level 3 scale score in Grade 5 mathematics. The DFS is **negative** 23 points.

No Scale Score

Students who have a record in the CAASPP file but do not have a scale score result will automatically be assigned the minimum scale score for their grade level. This means that they will be assigned the lowest score at the Standard Not Met level. For example, a student in grade five who did not have a scale score for mathematics will automatically be assigned 2,219, which is the lowest possible mathematics score for grade 5.

Calculate DFS for LEA, School, or Student Group

Once the DFS is calculated for each student, all DFS calculations are aggregated and averaged together to determine the DFS for the LEA, school, or student group.

How Does the Participation Rate Reduce the DFS?

The participation rate reduces the DFS **only if the** LEA, school, or student group **did not meet the participation goal of 95 percent.** If the participation target is not met, the following steps are applied:

Steps on How the Participation Rate Reduces the DFS

1. Calculate the participation rate for each district, school, and student group, and for each subject area. This is based on participation in both the Smarter Balanced Summative Assessments and the CAA

2. Calculate the percentage points that a district, school, or student group is below the 95 percent participation rate target

3. Multiply that number by ¼ (or 0.25)

4. Subtract from DFS

Example: Emerald Elementary School tested 79 percent of its students on the Smarter Balanced Summative Assessments and CAA for ELA. It is 16 percentage points short of meeting the 95 percent participation target (95 – 79 = 16). If the school's DFS is 18.9, the participation rate reduction on the DFS is:

16 x 0.25 = 4 points
Reduce the school's DFS by 4 points.
18.9 *minus* 4 = 14.9

The new adjusted DFS for Emerald Elementary is 14.9 for ELA.

Will the Participation Rate Be Calculated for Student Groups?

Yes. The participation rate will be calculated at the LEA, school, and student group levels. The same calculation and business rules apply to all three levels.

How Many Students Are Needed to Report an Impact of Participation Rate on DFS?

There needs to be at least 11 students to report data. Therefore, any LEA, school, or student group with 11 or more students who do not meet the 95 percent participation rate will have a DFS reported, on the Dashboard, with the participation rate reduction applied.

Will the Participation Rates Be Reported on the Dashboard?

No. The participation rates will be available in a new participation rate report on the CDE California School Dashboard and System of Support web page at https://www.cde.ca.gov/ta/ac/cm/. The participation rates, including the reduction made to the DFS based on the participation rates, will be available in the downloadable data files that are also available on the same web page (under Data Files and Guide tab).

Calculation Formula for Status for K–8 and K–12 LEAs and Schools

Step 1: Calculate Distance from Standard*:

Sum of All Grades 3 through 8 *or* Grades 3 through 8 plus 11
Students' Distance from Standard on the 2018 Smarter Balanced Summative Assessments

divided by

Total Number of 2018 Grades 3 through 8 *or* Grades 3 through 8 plus 11
Smarter Balanced Summative Assessment Valid Scores*

Step 2: Calculate the Participation Rate Reduction, if Applicable

Take the total percentage points that an LEA, school, or student group falls short of the 95 percent participation rate target and multiply it by 0.25.

Step 3: Calculate Status

Step 1 (DFS) minus Step 2 (Participation Rate Reduction) = Current Year Status

*Specific inclusion and exclusion rules, such continuous enrollment, are applied to determine the numerator and denominator of calculating the DFS. For the complete business rules, please view Appendix C.

Calculation Formula for Status for High Schools (Grades 7 – 12) and High School Districts

Step 1: Calculate Distance from Standard*:

Sum of All Grades 7, 8, and/or 11 Students' Distance from Standard
on the 2018 Smarter Balanced Summative Assessments

divided by

Total Number of 2018 Grades 7, 8, and/or 11 Smarter Balanced Summative Assessment Valid Scores*

Step 2: Calculate the Participation Rate Reduction, if Applicable

Take the total percentage points that an LEA, school, or student group falls short of the 95 percent participation rate target and multiply it by 0.25.

Step 3: Calculate Status

Step 1 (DFS) minus Step 2 (Participation Rate Reduction) = Current Year Status

*Specific inclusion and exclusion rules, such continuous enrollment, are applied to determine the numerator and denominator. For the complete business rules, please view Appendix C.

Calculation Formula for Change for All LEAs and Schools

Current Year Status (2018) ***minus*** Prior Year Status (2017)

Which Students Are Automatically Removed from the Distance from Standard Calculations?

The following students are not included in the calculations of the DFS; therefore, these students' data will not impact the Academic Indicator for the LEA, school, or student group.

- **Medical Emergency:** Students who are absent from testing due to a significant medical emergency, and are flagged with the medical emergency condition code on the CAASPP file, **will not be included** in the DFS calculation for the Academic Indicator. Student records marked as "not tested due to significant medical emergency" (condition code NTE) will automatically be removed, unless the student logged onto the test. Any student who logs onto both the CAT and PT, or logged on to the CAA, and is continuously enrolled, will be included in the calculations of the DFS regardless of the student's condition code.

- **English Learners (ELs) New to the Country:** ELs who have been enrolled in a U.S. school for less than one year are **excluded** from the calculations of the DFS. Therefore, for accountability purposes, any EL newcomer who enrolled in a U.S. school ***after*** **April 15, 2017**, **are not included** in the DFS calculations for both ELA and mathematics. This applies to both the Smarter Balanced Summative Assessments and the CAA.

Parent Waivers

Students who do not take the assessments due to a parent waiver **are excluded** from the calculations of the DFS. (However, these students are included in the calculation of the participation rate [i.e., included in the denominator but excluded from the numerator]. See the earlier section on participation rates.)

Federal Requirement: Pair and Share
For K, 1, and/or 2 Schools ONLY

Based on California's ESSA State Plan, schools that serve kindergarten, grade one, and/or grade two **only** (non-testing grades) are required to receive a performance level (color) on the Academic Indicator even though students in these grades are not administered the ELA and mathematics assessments. The process of assigning DFS results to these schools is called "Pair and Share." These schools are specifically assigned *grade three* DFS results using the following rules:

- **Schools that Serve Kindergarten and/or Grade One Only:** These schools' DFS will be based on the district's grade three DFS results. For charter schools with a county authorizer, the DFS will be based on the county's grade three DFS results.

- **Schools that Serve Grade Two Only, Kindergarten through Grade Two Only, *or* Grades One through Two Only:** These schools' DFS will be based on the grade three DFS results of the school(s) where the grade two students matriculate to. The district or school informs the CDE of the matriculation patterns for up to three schools. The following is an example of how the Pair and Share is calculated.

  Example: Upon graduating from Jade Elementary School, the grade two students matriculate each year to three different area schools:
  - 40% enroll in Opal Elementary
  - 50% enroll in Topaz Elementary
  - 10% enroll in Gem Elementary

  First, the grade three DFS is calculated separately for each school. Next, the weighted average is calculated:

  (40% x Opal's DFS) + (50% x Topaz's DFS) + (10% x Gem's DFS) = DFS for Jade Elementary School

  This process is calculated separately for ELA and math.

- **New Schools:** Because new schools do not have matriculation data, they will be "paired" with its authorizing/operating district or county. Their DFS will be based on the authorizer/operating district or county's average grade three DFS results.

Do Pair and Share Schools Receive Student Group Data?

No. These schools only receive Status, Change, and performance levels (colors) at the school-level. They do not receive student group data.

Do Schools Have to Report Matriculation Patterns Each Year? No. The matriculation patterns received by schools that serve grade two students are effective for at least three Dashboard cycles. However, this may change if the school informs the CDE, or if the CDE becomes aware that the school has changed grade spans, the number of students enrolled, or matriculation patterns.

When Are Schools No Longer "Paired and Shared"? Any school that adds a grade three and has grade three results will no longer be held to the Pair and Share arrangement. These schools will have an Academic Indicator based on their own test results.

My school is K–5. Does "Pair and Share" apply to my school?

No. Schools that administer the Smarter Balanced Summative Assessments to students will receive an Academic Indicator based on their own students' results. Therefore, for a K-5 school, their Academic Indicator will be based on their grades three through five results.

What Data Will Be Reported on the Dashboard for Pair and Share Schools?

- Pair and Share schools that serve less than 11 students in their highest grade will not receive an Academic Indicator and no data will be reported on the Dashboard.

- Pair and Share schools that have between 11 and 29 students in their grade will receive Status and Change data but will not receive a performance level (color).

- Pair and Share schools that have at least 30 students in their highest grade will receive Status, Change, and a performance level (color) for the Academic Indicator on the Dashboard.

The 2017–18 Fall Census Day data was used to determine the number of students (i.e., less than 11 students, 11–29 students, or 30 or more students).

Does Pair and Share Apply to Any Other State Indicators? No. The federal Pair and Share requirement only applies to the Academic Indicator. The data for the other state indicators are based on these schools' own data.

Automatic Assignment of an Orange Performance Level

Education Code Section 60641(a)(1) requires all LEAs to annually administer the CAASPP to all students. In addition, the federal ESSA requires states to hold all schools accountable for their academic achievement based on their progress towards proficiency in ELA and mathematics. To meet these requirements, beginning with the 2018 Dashboard, all LEAs, schools, and significant student groups will automatically be assigned an Orange performance level if they have:

- At least 30 students **enrolled*** in both the current year and prior year, and

- Less than ten percent of **enrolled*** students were tested in either the current or prior year.

* Enrollment, for accountability purposes, includes students who are eligible to take either the Smarter Balanced Summative Assessments or CAAs. See the section on "Calculating the Participation Rate" for details on how the enrollment is determined.

The automatic assignment is determined separately for ELA and math. Therefore, if a school tested 51 percent of students in ELA but only nine percent in mathematics, the school will receive a performance level in ELA based on its own test results but will automatically be assigned an Orange performance level in mathematics for testing less than ten percent.

Schools that newly opened during the 2017–18 academic year, and tested less than ten percent of their enrolled students in ELA and/or mathematics during that year, will be assigned an Orange performance level (color) on the 2019 Dashboard. Because color determinations require two years of data, the assignment of the Orange performance level occurs when a school is in operation for two assessment cycles.

Reporting Current English Learners, Prior English Learner Only, and English Only Student Groups in the Dashboard

Compared to the other state indicators, the Academic Indicator reports an additional three student groups:

- **Current English Learners**: This student group comprises **only** those students who are current ELs.
- **Prior English Learner:** This student group comprises **only** those students who were ELs and had sufficient English proficiency to be reclassified as a fluent English speaker. It does not contain **all** reclassified students.
- **English Only:** This student group will include English only students

Note that only Status and Change data will be displayed for these three student groups and a performance levels (colors) will not be reported.

Cut Scores and Five-by-Five Colored Tables

See Appendix A for the statewide distributions and cut scores for:

1) Grades three through eight (applied to elementary schools, K–12 schools, and unified school districts), and
2) Grade eleven (applied to high schools and high school districts)

The five-by-five colored tables for:

1) Grades three through eight (elementary schools, K–12 schools, and unified school districts), and
2) Grade eleven (high schools and high school districts)

Student Groups and Data Corrections

Please view the section titled “Student Groups” to access the student group definitions and data correction processes and deadlines for this indicator.

Examples on How to Calculate Distance from Standard

Example 1: Blue Sapphire School

(Serves Kindergarten through Grade Five)

Step 1: Determine the School’s Testing Window

a. First, take only the Smarter Balanced Summative Assessments and CAA records from the 2018 CAASPP file from the testing vendor.

b. Next, determine the start of the testing window by identifying the first student who logged on to either the CAT or PT for the Smarter Balanced Summative Assessment or the CAT for the CAA (in either ELA or mathematics). Based on the Blue Sapphire's CAASPP file from the testing vendor, the first student who logged on was for the CAA in mathematics on April 1, 2018.

The school's **beginning testing window is April 1, 2018.**

c. Determine the end of the testing window by using the assigned testing window that is identified for each student record in the CAASPP file from the testing vendor and reflects the end date selected by the LEA CAASPP Coordinator in the TOMS Test Administration Setup module. For Blue Sapphire School, the end date for all of their students in the CAASPP data file was May 31, 2018.

The school's **end testing window is May 31, 2018.**

Step 2: Determine the School's Accountability Testing Window

a. Apply one 14-day grace period at the beginning of the testing window and one 14-day grace period at the end of the testing window.

The school's accountability testing window is from **April 15, 2018 to May 17, 2018.**

Step 3: Calculate the Participation Rate:

For the 2017–18 school year, Blue Sapphire School had a total enrollment of 150 students. During the school's testing window, 100 students were enrolled in grades three through eight and 90 of them participated in the ELA assessments. Based on the enrolled and tested figures, the school's ELA participation rate is 90 percent. (See the participation rate section for the full business rules.)

90 (tested) **divided by** 100 (enrolled) = 90 percent participation rate **for ELA**

Step 4: Calculate the Distance from Standard for Each Student

a. First, take all 2018 Smarter Balanced Summative Assessment test results in **ELA** and remove all records for: (1) ELs who were enrolled in a U.S. school for less than one year, (2) students who were not continuously enrolled, and (3) students flagged with a medical emergency. The remaining records reflect the total number of valid scores. (See Appendix C for the complete inclusion/exclusion business rules used to determine the numerator and denominator.)

b. Next, calculate the Distance from Standard for each student. Be sure to use the appropriate scale score for each grade:

- **Grade 3 Scale Score Range for Level 3:** 2,432 to 2,489
  Take each student's ELA scale score results and calculate the distance from 2,432. Example: Joe scored 2,430. The calculated distance is:

2,430 *minus* 2,432 = 2 points below Standard

- **Grade 4 Scale Score Range for Level 3:** 2,473 to 2,532
  Take each student's ELA scale score results and calculate the distance from 2,473. Example: Jane scored 2,483. The calculated distance is:

  2,483 *minus* 2,473 = 10 points above Standard

- **Grade 5 Scale Score Range for Level 3:** 2,502 to 2,581
  Take each student's ELA scale score results and calculate the distance from 2,502. Example: Earl scored 2,532. The calculated distance is:

  2,532 *minus* 2,502 = 30 points above Standard

Step 5: Calculate the Distance from Standard for the LEA, School, or Student Group

a. First, add all of the distances calculated for each student in Step 2. For instance, taking the distances calculated for Joe, Jane, and Earl above:

   (-2) + (10) + (30) = 38 points

b. Next, take the total sum from above (Step 5a) and divide by the total number of Smarter Balanced Summative Assessment ELA valid scores. (This number was determined in Step 4a.) Keeping with the examples for Joe, Jane, and Earl:

   38 points (Step 5a) ***divided by*** 3 (Step 4a) = **12.7 points**

   The school's average is 12.7 points above Standard.

Note that for simplicity purposes, the DFS calculation in this example used only three students. For the Dashboard, an LEA, school, or student group would need at least 11 students to have a DFS calculated and reported.

Step 6: Calculate Status

a. Take the school's participation rate (Step 3) and determine how many percentage points short it is from the 95 percent participation target:

   95 percent federal target ***minus*** 90 percent actual participation rate =
   5 percentage points short

b. Next, determine how much the school's DFS will be reduced. Recall that for each percentage point that the school is short, the reduction is by 0.25 points.

   5 percentage points short (Step 6a) ***multiplied by*** 0.25 = 1.25 points

c. Finally, determine Status:

   12.7 DFS (Step 5b) ***minus*** 1.25 participation rate reduction = 11.45 DFS

   11.45 DFS is the Status for Blue Sapphire School.

Step 7: Calculate Change

- Current Year Status: **11.45 points**
- Prior Year Status: **8.45 points**
- **Change Calculation**: *Difference* Between Current Year Status to Prior Year Status:

11.45 *minus* 8.45 = 3 points

Blue Sapphire School increased by 3 points on their ELA Academic Indicator.

Step 8: Determine Performance Level (Color)

Based on the school's Status and Change results, 11.45 points and 3 points respectively, the school's performance level for the Academic Indicator is "Green" as illustrated in the ELA five-by-five colored table below.

Five-by-Five Colored Table Results for Example 1 (Blue Sapphire School)

Performance Level	Declined Significantly from Prior Year (by more than 15 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined by less than 3 points or increased by less than 3 points)	Increased from Prior Year (by 3 to less than 15 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +45 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +10 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

Example 2: Peridot High School

(Serves Grades Nine through Twelve)

Step 1: Determine the School's Testing Window

a. First, take only the Smarter Balanced Summative Assessments and CAA records from the 2018 CAASPP file from the testing vendor.

b. Next, determine the start of the testing window by identifying the first student who logged on to either the CAT or PT for the Smarter Balanced Summative Assessment or the CAT for the CAA (in either ELA or mathematics). Based on the Peridot High's CAASPP file from the testing vendor, the first student who logged on to a CAT or PT was a student who took the Smarter Balanced Summative Assessment ELA PT on March 19, 2018.

The school's **beginning testing window is March 19, 2018.**

c. Determine the end of the testing window by using the assigned testing window that is identified for each student record in the CAASPP file from the testing vendor and reflects the end date selected by the LEA CAASPP Coordinator in the TOMS Test Administration Setup module. For Peridot High School, the end testing window for all of their students in the CAASPP data file was April 30, 2018.

The school's **end testing window is April 30, 2018.**

Step 2: Determine the School's Accountability Testing Window

a. Apply one 14-day grace period at the beginning of the testing window and one 14-day grace period at the end of the testing window.

The school's accountability testing window is from
April 2, 2018 to April 16, 2018.

Step 3: Calculate the Participation Rate

For the 2017–18 school year, Peridot High School had a total enrollment of 250 students. During the school's testing window, 200 were enrolled in *grade eleven* and 150 of these students participated in the mathematics assessments. Based on the enrolled and tested figures, the school's mathematics participation rate is 75 percent:

150 (tested) **divided by** 200 (enrolled) =
75 percent participation rate for **mathematics.**

Step 4: Calculate the Distance from Standard for Each Student

a. First, take all grade eleven 2018 Smarter Balanced Summative Assessment test results in **mathematics** and remove all records for: (1) ELs who were enrolled in a U.S. school for less than one year, (2) students who were not continuously enrolled, and (3) students flagged with a medical emergency. The remaining records reflect the total number of valid scores. (See Appendix C for the complete inclusion/exclusion business rules used to determine the numerator and denominator.)

b. Next, calculate the DFS for each student. Be sure to use the grade eleven scale scores:

   - **Example of calculating the DFS for Grade 11 Mathematics:**
     The scale score range for Level 3 (Standard Met) is 2,628 to 2,717. Take each student's mathematics scale score results and calculate the distance from 2,628.

     Example 1: Tom scored 2,700. The calculated distance is:
     2,700 *minus* 2,628 = 72 points above Standard.

     Example 2: Jerry scored 2,500. The calculated distance is:
     2,500 *minus* 2,528 = 28 points below Standard.

     Example 3: Agatha scored 2,638. The calculated distance is:
     2,638 *minus* 2,628 = 10 points above Standard.

Step 5: Calculate the Distance from Standard for the LEA, School, or Student Group

a. First, add all of the distances calculated for each student in Step 2. Taking the distances calculated for Tom, Jerry, and Agatha in Step 4:

   (72) + (-28) + (10) = 54 points

b. Next, take the total sum from above (Step 5a) and divide by the total number of Smarter Balanced Summative Assessment mathematics valid scores. (This number was determined in Step 4a.) Keeping with the examples for Tom, Jerry, and Agatha:

   54 points (Step 5a) ***divided by*** 3 (Step 4a) = **18 points**

   The school's average is 18 points above Standard.

Note that for simplicity purposes, the DFS calculation in this example used only three students. For the Dashboard, an LEA, school, or student group would need at least 11 students to have a DFS calculated and reported.

Step 6: Calculate Status

a. Take the school's participation rate (Step 3) and determine how many percentage points short it is from the 95 percent participation target:
95 percent federal target ***minus*** 75 percent actual participation rate = 20 percentage points short

b. Next, determine how much the school's DFS will be reduced. Recall that for each percentage point that the school is short, the reduction is by 0.25 points.

20 percentage points short (Step 6a) ***multiplied by*** 0.25 = 5 points

c. Finally, determine Status:

18 DFS (Step 5b) ***minus*** 5 participation rate reduction = 13 DFS

13 DFS is the Status for Peridot High School.

Step 7: Calculate Change

- Current Year Status: **10.3 points**
- Prior Year Status: **12 points**
- **Change Calculation**: *Difference* Between Current Year Status to Prior Year Status:

13 *minus* 12 = 1 point

Peridot High School decreased by 1 point on their Mathematics Academic Indicator.

Step 8: Determine Performance Level (Color)

Upon combining the school's Status and Change results, 13 points and 1 point respectively, the school's performance level for the Mathematics Academic Indicator is determined as "Green" using the **mathematics grade eleven** five-by-five colored table as illustrated on the following page.

Five-by-Five Colored Table Results for Example 2 (Peridot High School)

Performance Level	Declined Significantly from Prior Year (by more than 15.1 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined or increased by 2.9 points or less)	Increased from Prior Year (by 3 to less than 14.9 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +25 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High 0 to +24.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -0.1 to -60.0 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -60.1 to -115 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -115.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

Future Changes

California Science Test

In 2018–19, the CDE will administer the first operational test for the new California Science Test (CAST) from which science results will be available for the first time based on the California Next Generation Science Standards (CA NGSS) for California Public Schools, Kindergarten through Grade Twelve. Once the science results are made available, the CDE is committed to begin the developmental work on proposing a Science Indicator that will be based on CAST results.

Growth Model

The CDE has worked closely with the Technical Design Group, staff at Educational Testing Service (ETS)—the CDE's assessment contractor—and the CDE Assessment Development and Administration Division to review three different student growth models. Data simulations on each model were brought to the SBE at their May 2018 meeting. At the May 2018 meeting, the SBE directed the CDE to focus on the residual gain model. In June 2018, the CDE provided an SBE memorandum that detailed why the residual gain model does not produce data that may be applicable for use in our current continuous improvement accountability system and the results may be difficult for practitioners to understand. This memorandum also included findings from an ETS report and other studies on growth, which stressed low year-to-year stability within the outcomes.

After the Technical Design Group reviewed the ETS findings on the residual gain model, they recommended to delay the inclusion of the model into the accountability system. They indicated that more years of data are needed to determine how to reduce the volatility of growth over time and suggested that CDE staff explore whether other growth models can provide the information that schools and districts are requesting.

In July 2018, the SBE approved CDE's recommendation that further study of the growth model was needed and indicated that the study should also include, but not be limited to, the impact of future years of assessment data, changes in the model to reduce year-to-year volatility, and consideration of additional growth models. The CDE will be updating the SBE on the growth model as additional information becomes available.

Academic Performance

College/Career Indicator (Grades 9 – 12)

Changes for this Indicator

Beginning with the 2018 Dashboard, the following changes are reflected within this indicator:

- **Inclusion of students who took the CAAs.** In the past, students who took the CAAs were not included in the College/Career Indicator (CCI) and were removed from the calculations. Beginning with the 2018 Dashboard, *all students* in the four-year graduation cohort, including those who take the CAAs, are included in the CCI calculations.

- **Approval of new measures.** At the September 2018 SBE meeting, the SBE approved the inclusion of the State Seal of Biliteracy and the Leadership/Military Science as additional measures in the CCI.

- **New Change cut scores.** In 2017, only the Status cut scores were approved for this indicator. The Change cut scores were approved by the SBE at their November 2018 meeting. (See Appendix A for the approved cut scores.)

- **Using DASS graduation rate for DASS schools.** The DASS graduation rate (determined for DASS schools for the Graduation Rate Indicator) will be used as the base of students to include in the CCI.

The changes noted above will be discussed in detail throughout this section.

Who Receives this Indicator?

The CCI for comprehensive (or non-DASS) high schools is based on the four-year graduation cohort. LEAs, schools, and student groups that have 30 or more students in the four-year graduation cohort will receive a CCI.

For DASS schools, the CCI is based on the DASS graduation rate. Any DASS school that has 30 or more students in the DASS graduation rate will receive a CCI.

Data Sources

This indicator uses various college and career measures that evaluate a student's preparedness for college or career. Table 12 identifies the data source and the data correction windows for the 2018 Dashboard.

Explaining the College/Career Indicator

A high school diploma should represent the completion of a broad and rigorous course of study. The CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education (CTE) Pathway, (b) course requirements for a-g, or (c) a course of study specifically designed to meet the student's individual interests.

College/Career Indicator Measures: Only measures currently collected statewide at an individual student level are included in the CCI. They are:

- CTE Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics
- Advanced Placement (AP) Exams
- International Baccalaureate (IB) Exams
- College Credit Course (formerly called Dual Enrollment)
- a-g Completion
- State Seal of Biliteracy (New for 2018 Dashboard)
- Leadership/Military Science (New for 2018 Dashboard)

Table 11 describes each measure.

Table 11: CCI Measures

Measure	Description
CTE Pathway Completion	A CTE pathway completion consists of: 1. Finishing a sequence of courses totaling at least 300 hours, **and** 2. Completing a capstone course, with a grade of C minus or better The number of courses in a sequence varies from LEA to LEA. One LEA may require a sequence of two courses totaling 300 hours while another may require a sequence of four courses totaling 300 or more hours. CTE concentrators are excluded from the CCI. LEAs and schools will receive credit for any student who completes a CTE pathway at any point in time during high school.

Measure	Description
Grade 11 CAASPP in ELA and Mathematics	In grade eleven, students participate in the Smarter Balanced Summative Assessments. The results indicate whether students are ready for college-level work in ELA and mathematics. The following four achievement levels in the Smarter Balanced Summative Assessments are used to determine which students are included in "Approaching Prepared" or "Prepared" levels of the CCI: • Standard Exceeded • Standard Met • Standard Nearly Met • Standard Not Met The **2017** Smarter Balanced Summative Assessments, taken by the Class of 2018 in grade eleven, are used for the 2018 Dashboard.
AP Exams	The College Board offers AP exams in 38 subjects. Exams are scored on a scale of one to five, where a score of three or higher is considered passing by The College Board. Students do not have to be enrolled in an AP course to take an AP exam. All AP exams are used for the CCI; no exams are excluded. LEAs and schools will receive credit for any student who passes two AP exams at any point in time during high school.
IB Exams	Students participate in the IB starting in grade eleven. The IB offers six subject area exams which are graded on a scale of one to seven. A score of four is considered passing by the IB. All IB exams are used for the CCI; no exams are excluded. LEAs and schools will receive credit for any student who passes two IB exams during grade eleven or twelve.
College Credit Course (formerly known as Dual Enrollment)	Students who pass a college-level course with a ***grade of C minus or better*** **and** ***earn college credit upon completion of the course*** are considered for the CCI. The number of college credits earned is not a factor in considering whether or not the course counts. Courses may be in either academic disciplines (e.g., English) or CTE disciplines (e.g., welding). For purposes of the CCI, physical education courses are not counted. The college-level course does not have to be taken in sequential order. For example, three classes taken during one fall quarter, or one class taken during the fall semester and one class taken during the spring semester, will be counted as completing two semesters/three quarters of college credit courses as long as the student: (1) passed the courses with a grade of C minus or better and (2) earned college credit.

Measure	Description
a-g Completion	Students who complete either University of California (UC) or California State University (CSU) a-g requirements with a grade C minus or better are identified as completing a-g.
State Seal of Biliteracy	The State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Requirements are detailed at https://www.cde.ca.gov/sp/el/er/documents/criteriaflyer.docx. LEAs and schools will receive credit for any student who earns a State Seal of Biliteracy and receives at least a "Standard Met" (or Level 3) in ELA on the Smarter Balanced Summative Assessments.
Leadership/ Military Science	Students participate in a physical conditioning program aimed at promoting military values and military precision in group activities, such as rifle corps or marching squad. **For secondary students**, this course **also brings** together information from other subject areas, and relates these skills and knowledge to a military setting. Examples include engine mechanics, electricity or electronics, and aviation technique. Another example such as Junior Reserve Officers' Training Corps (JROTC) also fall under the leadership/military science measure. Students can participate in this program for all four years in high school. LEAs and schools will receive credit for any student who completes two or more years of this course with a C minus or better.

Data Sources and Corrections: Because the Class of 2018 is used to calculate the CCI for the 2018 Dashboard, all correction windows for each measure (for this cohort) has passed. Table 12, below, identifies the data sources for each measure and the data correction timeline.

Table 12: CCI Data Sources and Data Correction Timeline

CCI Measure	Data Source	Data Corrections
Grade 11 Smarter Balanced Summative Assessments and the CAA in ELA and Mathematics	Testing vendor	The testing vendor does not have a correction window.

CCI Measure	Data Source	Data Corrections
CTE Pathway Completion	CALPADS field 11.14 in the Student Career Technical Education (SCTE) file	Data are extracted out of the CALPADS ODS each year by the CDE after the EOY correction window closes.
AP Exams	The College Board	LEAs can use the following link to The College Board web page to make data corrections: http://apcentral.collegeboard.com/apc/public/score_reports_data/score_reports/232605.html
IB Exams	IB	The IB does not have correction window.
College Credit Courses (formerly known as Dual Enrollment)	The following CALPADS fields are used: Field #9.07 (CRS-State Course Code): • *2190: Dual Enrollment College Course – English Language Arts* • *2290: Dual Enrollment College Course – Foreign Languages* • *2490: Dual Enrollment College Course – Mathematics* • *2690: Dual Enrollment College Course – Science* • *2790: Dual Enrollment College Course – History/Social Science* • *2890: Dual Enrollment College Course – Visual or Performing Arts* • *6090: Dual Enrollment College Course – Other* *(Continued on the following page)*	Data are extracted from the CALPADS ODS each year by the CDE after the EOY 3 correction window closes.

CCI Measure	Data Source	Data Corrections
College Credit Courses (Continued)	**-OR-** CTE Course Codes 7000-8999 (CTE courses must have a Course Section Instructional Level Code [field 9.19] of '16' to be counted) *CALPADS Data Field #9.19 (Course Section Instructional Level Code):* • Courses that are marked with "College Credit" in this field are included for college credit courses as long as the grade is a C minus or better, and the course is not physical education, AP, or IB. *CALPADS Data Field #10.18 (Student Course Final Grade):* • A+, A, A-, B+, B, B-, C+, C, C-, P (passing)	Data are extracted from the CALPADS ODS each year by the CDE after the EOY 3 correction window closes.
a–g Completion	This is the "Student Met All UC CSU Requirements Indicator" in CALPADS (field #1.29). When the student graduates, the LEA marks the student record (with a Yes or No) as to whether the student completed a-g requirements.	For the 2018 Dashboard, this data element was extracted out of the CALPADS ODS on September 14, 2018.
State Seal of Biliteracy	This is the "Student Seal of Biliteracy Indicator" in CALPADS (field #1.33). When the student graduates, the LEA marks the student record (with a Yes or No) as to whether the student earned a State Seal of Biliteracy.	For the 2018 Dashboard, this data element was extracted out of the CALPADS ODS on September 14, 2018.
Leadership/ Military Science	This is the "CRS-State Course Code" in CALPADS (field #9.07 and course code #2505). As the student completes the course, the LEA submits the course and also provides a grade for the course.	Data are extracted out of the CALPADS ODS each year by the CDE after the EOY correction window closes.

Addition and Removal of Measures: The CCI Model has been developed to allow for the addition of new measures and the removal of measures as they become obsolete. The "Future Work" section at the end of the CCI section elaborates on the work to incorporate new measures, particularly for career.

College/Career Indicator Model and Benchmark Criteria: An SBE-approved CCI Model is used to place the college and career measures across the following three levels:

- Prepared
- Approaching Prepared
- Not Prepared

To calculate the CCI for a school or LEA, a student is assigned to one of the three levels, based on the highest benchmark measure/s that they meet.

The CCI measures and benchmark criteria are identified in Table 13.

Table 13: College/Career Indicator Model This graphic is also posted on the CDE California School Dashboard and System of Support web page at https://www.cde.ca.gov/ta/ac/cm/ (see Communications Toolkit tab).

California School DASHBOARD

College/Career Readiness

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED

- **Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- **International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- **College Credit Courses:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **State Seal of Biliteracy (SSB):** SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- **Leadership/Military Science:** Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area
- **University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- **Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

- Smarter Balanced Summative Assessment Scores:
  - Level 3 or higher on ELA and at least a Level 2 in mathematics, or
  - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

APPROACHING PREPARED

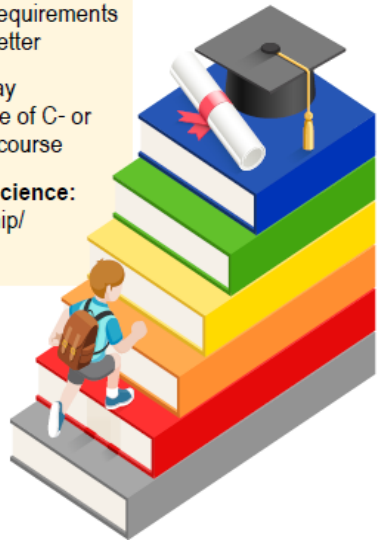
- **Smarter Balanced Summative Assessments:** Score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- **College Credit Courses:** One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- **UC and CSU a-g requirements:** Complete a-g course requirements with a grade of C- or better
- **CTE Pathway:** Pathway completion with a grade of C- or better in the capstone course
- **Leadership/Military Science:** Two years of Leadership/ Military Science

NOT PREPARED

Did not meet any of the measures or did not graduate.

Criteria Key

- Assessment
- Coursework



Calculation Formula for Status

Number of **Graduates** in the Class of 2018 Who Performed "Prepared" on the CCI Model

divided by

Total Number of Students in the Class of 2018

Calculation Formula for Change

Current Year Status *minus* Prior Year Status

Cut Scores and Five-by-Five Colored Tables

See Appendix A for the statewide distributions, cut scores, and the five-by-five colored table.

Student Groups and Data Corrections

Please view the section titled "Student Groups" to access the student group definitions and data correction processes and deadlines for this indicator.

Additional Data on How Student Groups Performed on Each Measure

Additional data on how LEA, schools, and student groups performed in the Prepared and Approaching Prepared levels **for each CCI measure** are reported in the CDE California School Dashboard and System of Support web page at https://www.cde.ca.gov/ta/ac/cm/.

Table 13 identifies the placement criteria for each CCI measure. The additional data will show the percent of students that met each criteria. These data will be reported for the LEA, school, and student groups.

Example on How to Calculate the College/Career Indicator: Gemstone High

(A Comprehensive High School that Serves Grades Nine through Twelve)

Step 1: Determine Graduates

a. Take the students in the Class of 2018 four-year graduation cohort and identify those who received a standard diploma. Those who *did not receive* a standard diploma (or did not graduate) are automatically placed in the "Not Prepared" level.

Did Not Graduate = Not Prepared

Step 2: Determine What Each Graduate Accomplished During the Last Four Years

a. Take all graduates determined in Step 1 and examine what courses, exams, or seals they completed or earned during the last four years of high school. For the Class of 2018, the following four academic years is used: 2014–15, 2015–16, 2016–17, and 2017–18.

Example Student 1: Minnie, a Class of 2018 graduate, in the last four years:

- Completed **a-g** course requirements
- Completed **one CTE Pathway**
- Scored **Standard Met** in **ELA**
- Scored **Standard Nearly Met** in **mathematics**

Minnie meets the criteria for both the Prepared and Approaching Prepared CCI levels:

- **Meets Prepared** by completing both:
  - a-g course requirements (with C minus or better), **and**
  - One CTE pathway (with a C minus or better on the capstone course)
- **Meets Approaching Prepared** by scoring Standard Met in ELA and Standard Nearly Met in mathematics.

Because the CCI places a student in a level based on their highest achievement, Minnie will be included in the "Prepared" CCI level.

Example Student 2: Donald, a Class of 2018 graduate, in the last four years:

- Earned a **State Seal of Biliteracy** and scored Standard Met in ELA
- Completed one semester of **College Credit Course** in History with a grade of A-
- Scored **Standard Met** in **ELA**
- Scored **Standard Met** in **mathematics**

Donald meets criteria for both the Prepared and Approaching Prepared CCI levels:

- **Meets Prepared** in two ways:

  (1) He earned a State Seal of Biliteracy and scored Standard Met in ELA
  (2) He scored Standard Met in both ELA and mathematics

- **Meets Approaching Prepared** by completing one semester of History where college credit was awarded.

Because the CCI places a student in a level based on their highest achievement, Donald will be included in the "Prepared" CCI level.

Step 3: Calculate Status

a. Take all the graduates who were placed in the Prepared level (Step 2) and calculate Status. If a school's graduating cohort has 40 students, and there were the 26 students placed in the "Prepared" level, the Status for that school is:

26 **divided by** 40 = 65 percent Prepared

Step 4: Calculate Change

- Current Year Status: **65 percent Prepared**
- Prior Year Status: **62 percent Prepared**
- **Change Calculation:** Difference Between Current Year Status to Prior Year Status:

65% **minus** 62% = +4%

The school increased by 4 percent on the CCI.

Step 5: Determine Performance Level (Color)

Upon combining the school's Status and Change results, 65 percent and 4 percent respectively, the school's performance level for the CCI is "Green." The five-by-five color table on the next page illustrates how the school received a Green performance level.

Five-by-Five Colored Table Results for Gemstone High

Performance Level	Declined Significantly from Prior Year (by 9.1% or more)	Declined from Prior Year (by 2.0% to 9.0%)	Maintained from Prior Year (declined or increased by 1.9% or less)	Increased from Prior Year (by 2.0% to 8.9%)	Increased Significantly from Prior Year (by 9.0% or more)
Very High 70.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 55.0% to 69.9% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 35.0% to less than 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low 10.0% to 34.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 9.9% or lower in Current Year	Red	Red	Red	Orange	Yellow

Modified College/Career Indicator for DASS Schools

Who Receives a Modified College/Career Indicator?

All DASS schools will receive a modified CCI. Rather than using the four-year graduation cohort as the base of students included in the CCI calculations, the DASS graduation rate—which is determined for DASS schools' Graduation Rate Indicator—is used for DASS schools. **See the DASS Graduation Rate section discussed in the Graduation Rate Indicator section later in the guide for more information on the graduation rate for DASS schools.**

Why Do DASS Schools Receive a Modified College/Career Indicator?

Students who attend alternative schools are highly mobile; some may be returning to school after years of being out of the system. In addition, DASS students are often credit deficient and not on track to graduate within four years after entering grade nine. Therefore, in order to fairly evaluate a DASS school's impact on its students, the DASS graduation rate is used as the base of students for this indicator.

How Many Years of Data Are Used?

All courses, exams, or seals that students in DASS schools completed or earned during the previous four years of high school will be used for the CCI. For example, for the Class of 2018, the past four academic years are used: 2014–15, 2015–16, 2016–17, and 2017–18. (See "Example: Moonstone DASS High School" for further details.)

Data Source

The various college and career measures identified in Tables 11, 12, and 13 are also used for DASS schools to evaluate a student's preparedness for college or career.

Calculation Formula for Status

Number of **Graduates** (as defined in the DASS graduation rate) in the Class of 2018 Who Performed "Prepared" on the CCI Model

divided by

Total Number of Students in DASS Graduation Rate for the Class of 2018

Calculation Formula for Change

Current Year Status *minus* Prior Year Status

Cut Scores and Five-by-Five Colored Tables

See Appendix A for the Status, Change, and five-by-five tables for the CCI.

Note that the Status and Change cut scores, including the five-by-five table, used for comprehensive (non-DASS) high schools are also applied to DASS schools.

Student Groups and Data Corrections

Please view the section titled "Student Groups" to access the student group definitions and data correction processes and deadlines for this indicator.

Example on How to Calculate the College/Career Indicator for DASS Schools:

Moonstone *DASS* High School

(Serves Grades Nine through Twelve)

Step 1: Review DASS Grade 12 Graduation Rate Business Rules

Because the DASS Grade 12 graduation rate is used as the base of students included in the CCI for DASS schools, please review the DASS Graduation Rate section in this guide to access the business rules.

Step 2: Determine Graduates

a. Take the students in the Class of 2018 from the DASS graduation rate and identify those who received a standard diploma, a high school equivalency certificate (e.g., General Education Development), an adult education high school diploma, or Special Education Certificate. Those who did not earn any of these diplomas or certificates are considered as not a graduate and therefore are automatically placed in the "Not Prepared" level.

Did Not Graduate = Not Prepared

Step 3: Determine What Each Graduate Accomplished During the Prior Four Years

a. Take all graduates in the Class of 2018 from the DASS graduation rate and examine what courses, exams, or seals they completed or earned during the last four years of high school. For the Class of 2018, the following four academic years is used: 2014–15, 2015–16, 2016–17, and 2017–18.

   Example Student 1: Jimmy, a grade twelve student, transferred multiple times between non-DASS and DASS schools. During these four years he:

   - Completed a CTE pathway at Constellation High School, a non-DASS school, with a grade of B in the capstone course
   - Passed the CHSPE at Moonstone DASS School. He meets the 90-day

enrollment requirements at this school. (See DASS Graduation Rate section for details on meeting enrollment requirements.)

- Scored a Level 2 on the Smarter Balanced Summative Assessments in ELA at Pegasus High School, a non-DASS school

- Scored a Level 1 on the Smarter Balanced Summative Assessments in mathematics at Polaris DASS School

Jimmy's last school of enrollment in CALPADS is Moonstone DASS School. Because he met the 90-day enrollment requirement at that school and passed the CHSPE, he is included in the school's DASS graduation rate (in both the numerator and denominator).

Because Jimmy passed the CHSPE, he is counted as a graduate and is eligible for being placed in both the Prepared and Approaching Prepared CCI levels. **All accomplishments** made by Jimmy **during the last four years** (at all schools he was enrolled in) will be used to place him in one of these two levels.

After reviewing all of his accomplishments during the prior four years, the highest CCI criteria that Jimmy met was completing a CTE pathway. Therefore, Jimmy will be placed in the **Approaching Prepared level** at Moonstone DASS School. (Note that even though Jimmy completed the CTE pathway at Constellation High School, he will be included in Moonstone's CCI because he passed the CHSPE at that school and Jimmy's accomplishments at all schools are taken into account.)

Example Student 2: Nick, a grade twelve student, transferred multiple times between non-DASS and DASS schools. During these four years he:

- Completed one semester Welding Course at the local community college while attending Andromeda High School (non-DASS). He received a B minus in the course and was awarded college credit.

- Scored a Level 2 on both the ELA and mathematics Smarter Balanced Summative Assessments while enrolled at Cassiopeia DASS School.

- Completed one semester Refrigeration Course while attending Moonstone DASS School. He received a C plus in the course and was awarded college credit. He also passed the General Educational Development (GED) and meets the 90-day enrollment requirements at this school. (See DASS Graduation Rate section for details on meeting enrollment requirements.)

Nick's last school of enrollment in CALPADS is Moonstone DASS School. Because he met the 90-day enrollment requirement at this school, and since he passed the GED at this school, he is included in the Moonstone's DASS graduation rate (in both the numerator and denominator), **which means he is also included in Moonstone's CCI.**

Because Nick passed the GED, he is counted as a graduate and is eligible for being

placed in both the Prepared and Approaching Prepared CCI levels. **All accomplishments** made by Nick **during the last four years** (at all schools he was enrolled in) will be used to place him in one of these two levels.

After reviewing all of his accomplishments during the last four years, the highest CCI criteria that Nick met was completing two semesters of college credit courses with a grade C minus or better. Therefore, he will be placed in the **Prepared level** at Moonstone DASS School. (Note that Nick's accomplishments at all schools are taken into account.)

Step 4: Calculate Status

a. Take all the graduates who were placed in the Prepared level (Step 2) and calculate Status. If a DASS school has a DASS graduation rate of 55 students with 25 of them assigned to the Prepared level, the Status for that school is:

25 **divided by** 55 = 45.5 percent Prepared

Step 5: Calculate Change

- Current Year Status: **45.5 percent Prepared**
- Prior Year Status: **40.5 percent Prepared**
- **Change Calculation:** Difference Between Current Year Status to Prior Year Status:

45.5 percent **minus** 40.5 percent = +5 percent

The school increased by 5 percent on the CCI.

Step 6: Determine Performance Level (Color)

Upon combining the school's Status and Change results, 45.5 percent and 5 percent respectively, the school's performance level for the CCI is "Green." The five-by-five color table on the following page illustrates how the school received a Green performance level.

Five-by-Five Colored Table Results for Moonstone DASS High School

Performance Level	Declined Significantly from Prior Year (by 9.1% or more)	Declined from Prior Year (by 2.0% to 9.0%)	Maintained from Prior Year (declined or increased by 1.9% or less)	Increased from Prior Year (by 2.0% to 8.9%)	Increased Significantly from Prior Year (by 9.0% or more)
Very High 70.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 55.0% to 69.9% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 35.0% to less than 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low 10.0% to 34.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 9.9% or lower in Current Year	Red	Red	Red	Orange	Yellow

Future Changes

To address concerns raised by the SBE that the current CCI Model did not contains sufficient career measures, the CDE established a CCI Work Group in 2017 to evaluate the model and provide recommendations on incorporating new career measures. The CCI Work Group, along with the California Advisory Task Force for Alternative Schools, recommended the following career measures be collected in CALPADS starting with the 2018–19 school year:

- Completion of Pre-Apprenticeship (This measure will be considered for inclusion in the CCI for both DASS and non-DASS schools.)

- Completion of a State or Federal Job Program (This measure will be considered for inclusion in the CCI and for limitation to DASS schools only.)

- Work Force Readiness Certificate (This measure will be considered for inclusion in the CCI and for limitation to DASS schools only.)

- Receive Services through the Department of Rehabilitation or Workability Program and Work-Based Learning (This measure will be considering for inclusion in the CCI and for limitation to students with an Individualized Education Program.)

The CCI Work Group and the California Advisory Task Force for Alternative Schools also recommended the following career measures to be collected in CALPADS starting with the 2019–20 school year:

- Industry Certificates (This measure will be considered for inclusion in the CCI for both DASS and non-DASS schools.)

- Internships (This measure will be considered for inclusion in the CCI for both DASS and non-DASS schools.)

The CDE will continue to collaborate with the CCI Work Group, the California Advisory Task Force for Alternative Schools, stakeholders, and the Technical Design Group to analyze, define, develop, and incorporate new career measures in the CCI.

Academic Performance

English Learner Progress Indicator (Grades 1 – 12)

Changes for this Indicator

For the 2018 Dashboard, the CDE will only have one year of English Language Proficiency Assessments for California (ELPAC) Summative results from the spring 2018 test administration. As a result, the CDE will report the percent of EL students in each of ELPAC's four overall performance levels:

- Level 1 – Minimally Developed
- Level 2 – Somewhat Developed
- Level 3 – Moderately Developed
- Level 4 – Well Developed

The CDE will report Status in the 2019 Dashboard, when two years of ELPAC Summative results are available. The CDE will report Change in the 2020 Dashboard, when three years of ELPAC Summative results are available.

Who Receives this Indicator?

The 2018 Dashboard will report the percentage at each ELPAC overall performance level for the State, districts, and schools that have 11 or more students participating in the 2018 ELPAC Summative assessment. Only summative ELPAC results of students attending schools included in the 2018 Dashboard will be reported (e.g., results of students attending non-public schools or programs not identified as schools in the public school directory will be excluded from the Dashboard results).

English Learner Definition and Student Groups

Because the vast majority of schools have no significant, or only one significant race/ethnic student group within the EL group, student group data will not be reported for the ELPI. For example, student groups such as Asian ELs, Hispanic ELs, White ELs, etc., will not be reported within the ELPI. Therefore, the EL student group is the only group represented in the ELPI.

District Level ELPAC Reports and Charter Schools

Because charter schools are treated as LEAs under the LCFF, these schools' data are not "rolled up" or included in the charter's authorizing district's results. Therefore, charter school results are not included in the district level data on the Dashboard. As a result, the

Dashboard reports will not match the ELPAC results reported in the CDE's DataQuest or the ELPAC web page. However, for districts that are composed entirely of charter schools or for a Statewide Benefit Charter district, the charter schools' data are included in the district level results.

State Level ELPAC Report

The ELPAC results of all schools, including charter schools, will be "rolled up" to produce the state level report on the Dashboard.

Academic Performance

Local Indicator: Implementation of Academic Standards (Priority 2)

Self-Assessment Tool for Priority 2

LEAs may provide a narrative summary of its progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)–Common Core State Standards for ELA
- 2012 English Language Development (ELD) Standards (Aligned to Common Core State Standards for ELA)
- Mathematics–Common Core State Standards for Mathematics
- Next Generation Science Standards
- History–Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

Support for Teachers and Administrators

5. **During the 2015-16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school administrators?**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Support for Teachers and Administrators	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

Note: Minor technical changes to the verbiage for this prompt will be proposed at the November 2018 California State Board of Education meeting.

Optional Narrative

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Academic Engagement

Chronic Absenteeism Indicator (Grades K–8)

Background

Chronic absenteeism is a metric identified as part of Priority 5 (Pupil Engagement) under the LCFF. States are required to collect data to identify students who are chronically absent and report chronic absenteeism rates for schools in the State Report Card (Section 1111(h)(1)(C)(viii)) under the ESSA. At the September 2016 SBE meeting, the SBE approved Chronic Absenteeism to be reported as a state indicator when the data become available.

Chronic absenteeism data was collected for the first time through the CALPADS End-of-Year data collection (2016–17). The second year of attendance data collected (in late August 2018) in the CALPADS was for the 2017–18 school year. These two years of data are used to calculate the Chronic Absenteeism Indicator in the 2018 Dashboard.

Who Receives this Indicator?

All LEAs and schools with students in **grades kindergarten through grade eight and have 30 or more students who are eligible enrolled*** in kindergarten through grade eight in both the current and prior years will receive a performance level (color) for this indicator. (All chronic absenteeism data, for all grade levels [including high schools], are reported on DataQuest.)

*Chronic Absenteeism Definition and Eligible Enrollment

Definition: A student is considered a chronic absentee if he or she is absent at least 10 percent or more of the instructional days that he/she were enrolled to attend in a school.

Which students are considered not eligible to be chronically absent and therefore excluded from the calculations?

The following kindergarten through grade eight students are considered not eligible to be considered chronically absent and therefore excluded from the chronic absenteeism calculations:

- Enrolled less than 31 instructional days
- Enrolled at least 31 instructional days but did not attend at least one day
- Flagged as exempt in the district attendance submission
- Enrolled in a Non-Public School (NPS)
- Received instruction through a home or hospital instructional setting, or
- Attended community college full-time

Data Source

The attendance data used for this indicator stems from data LEAs and schools submit to CALPADS.

Key Difference: Reverse Goal

For most of the state indicators, the desired outcome is a high percent in both Status and Change. However, for the Chronic Absenteeism Indicator, the desired outcome is a low chronic absenteeism rate, which means a low percent for Status and Change. (Note: This is similar to the desired outcome for the Suspension Rate Indicator.)

Automatic Assignment of an Orange Performance Level

LEAs and schools are automatically assigned an Orange performance level for the Chronic Absenteeism Rate Indicator if they did not certify (or submit) their attendance data in the CALPADS for the current or prior Dashboard cycles. Therefore:

- LEAs and schools that qualify for a performance level (color) of Blue, Green, or Yellow will be automatically assigned an Orange performance level.
- LEAs and schools that are assigned a Red performance level for the 2018 Dashboard will continue to receive a red color and will not be automatically assigned an Orange performance level.

Calculation Formula for Status

Number of Students Absent for 10 Percent or More of Instructional Days*

divided by

Number of Students Eligible for Enrollment During the 2017–18 Academic Year**

****Which Students Are Included in the Numerator?***

Students are included in the numerator if they were absent for 10 percent or more of the instructional days that they were enrolled at the school. The same weight is assigned to all students who meet this criterion.

*****Which Students Are Included in the Denominator?*** **(Eligible Enrollment)**

This is determined by the total number of students who were enrolled in a school for at least 31 instructional days and attended at least one day.

Calculation Formula for Change

Status (2017–18 chronic absenteeism rate) ***minus*** 2016–17 chronic absenteeism rate

Cut Scores and Five-by-Five Colored Tables

See Appendix A for statewide distributions, cut scores, and the five-by-five colored table.

- ### Application of Three-by-Five

  At the November 2018 SBE meeting, the SBE approved the application of the three-by-five for the Chronic Absenteeism Indicator if there are less than 150 students who meet the chronic absenteeism eligibility enrollment requirements at the LEA, school, and student group levels. (See the section on "Small Populations: Less than 150 Students" for more information about the three-by-five methodology.)

Student Groups and Data Corrections

Please view the section titled "Student Groups" to access the student group definitions and data correction processes and deadlines for this indicator.

Example: Aquamarine Academy

(Serves Grades Kindergarten through Eight)

Step 1: Determine Status

The school's 2017–18 chronic absenteeism rate was 11.9%.

The school's Status is **11.9%.**

Step 2: Determine Change

Change is the difference between the current year chronic absenteeism rate and the prior year's chronic absenteeism rate.

Because the school's 2016–17 chronic absenteeism rate was **6.2%**, the Change is:

11.9% *minus* 6.2% = **5.7%**.

Step 3: Determine the Performance Level (Color)

The school's performance level (color) for the Chronic Absenteeism Indicator will be based on a combination of their Status (11.9%) and Change (5.7%) data. **This means that the chronic absenteeism rate worsened in 2018, with more students missing 10 percent or more of instructional days.** Based on the school's Status and Change results, the school's performance level is "Red." The five-by-five colored table below illustrates how the performance level was derived.

Five-by-Five Colored Table Results for Aquamarine Academy

Performance Level	Increased Significantly from Prior Year (by 3.0% or more)	Increased from Prior Year (by 0.5% to less than 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

Academic Engagement

Graduation Rate Indicator (Grades 9–12)

Changes for this Indicator

Based on new business rules, as well as decisions made by the SBE, the following changes have been made to this indicator:

- **Business Rule Changes to Calculating the Four-Year Graduation Cohort:** Based on audit findings from the U.S. Department of Education Office of Inspector General, the CDE made the following changes to the four-year graduation cohort calculation:
    - **Transfer to an Adult Education Program or Community College:** Students who transfer to an adult education program or community college during the four years without earning a regular high school diploma will no longer be removed from the cohort. They will now remain in the cohort and be counted as dropouts.
    - **Adult Education Diploma No Longer Counted as Graduating:** Students who receive an adult education diploma will no longer be counted as a traditional high school graduates since they do not meet the definition for receiving a "regular high school diploma." They will be included in the denominator but not the numerator.
    - **California High School Proficiency Exam (CHSPE) No Longer Counted as Graduating:** Students who passed the CHSPE do not meet the federal definition of a regular high school diploma. Therefore, these students will no longer be counted as traditional high school graduates. They will be included in the denominator but not the numerator.
- **SBE Decisions**
    - **Approval of Revised Status Cut Scores:** Due to multiple revisions to the Graduation Rate Indicator, the SBE approved new Status cut scores at its November 2018 SBE meeting. These revised cut scores will be applied to comprehensive high schools (i.e., schools with a four-year graduation cohort rate) as well as in the calculations for the combined four-year cohort and DASS graduation rate for LEAs that have both comprehensive and DASS schools.
    - **Using Prior Year Data to Calculate Change:** In April 2018, the SBE approved modifications to calculating Change. Rather than using a three-year weighted average to calculate Change, the prior year data will be used. Therefore, for the 2018 Dashboard, the calculation for Change will be the Class of 2018 minus the Class of 2017.
    - **Approval of Modified Graduation Rate Status and Change Cut Scores for DASS Schools:** Beginning with the 2018 Dashboard, the Graduation Rate Indicator for DASS schools will be based on a graduation rate based on students

who are in grade twelve rather than the four-year graduation cohort rate used for comprehensive schools. The SBE approved the methodology for calculating this modified graduation rate for DASS schools in May 2018. In September 2018, the SBE approved Status and Change cut scores for the DASS graduation rate.

- **Incorporating the DASS Graduation Rate into LEA Graduation Rates:** With DASS schools receiving a Dashboard for the first time in 2018, all DASS schools' data will be included in their LEAs' Dashboard results.

  - ***Exception:*** Because charter schools are treated as LEAs under LCFF, DASS **charter** school data **will not be rolled up** (or included) in their authorizing LEA's Dashboard data.

- **Application of Three-by-Five Methodology to Student Groups and DASS Schools:** In July 2018, the SBE approved applying the three-by-five methodology to student groups and DASS schools. This methodology, which was approved for three state indicators (Graduation Rate Indicator, Suspension Rate Indicator, and Chronic Absenteeism Indicator), is applied at the LEA, school, and student group level if the "N size" is less than 150 students. For further details regarding the three-by-five, please see the section in the guide titled "Small Populations: Less than 150 Students."

- **Reporting the Five-Year Graduation Cohort Rate on the Dashboard:** At the September 2018 SBE meeting, the SBE approved reporting the five-year graduation cohort rate on the Dashboard **for informational purposes only and NOT for accountability purposes.**

Note that the CDE calculated the graduation rates for the Class of 2017 and Class of 2018 using the new changes identified above.

Who Receives this Indicator?

- **Traditional Schools and LEAs with Only Comprehensive High Schools:** For comprehensive high schools (or non-DASS schools), and LEAs with only comprehensive high schools, this indicator is based on the four-year cohort graduation rates. These schools and districts must have 30 or more students in the four-year graduation cohort denominator in both the current and prior year to receive a performance level (color). A student is assigned to a four-year graduation cohort when he or she first enters grade nine.

- **DASS Schools and COEs that Serve Only DASS Schools:** For DASS schools, or county offices of education (COEs) that only serve DASS schools, this indicator is based on the modified DASS graduation rate. These schools and COEs must have 30 or more students in the DASS graduation rate denominator in both the current and prior year to receive a performance level (color).

- **Districts and COEs with Both Traditional Schools and DASS Schools:** For districts and COEs that have both comprehensive high and DASS schools, this indicator will be based on the total sum of students in both the four-year graduation cohort and the DASS graduation rate. These districts and COEs must have a total sum of at least 30 students in both the current and prior year to receive a performance level (color).

Data Source

Graduation data are reported in the CALPADS by LEAs and schools.

Four-Year Graduation Rate for Comprehensive High Schools

Four-Year Cohort: Who Counts as a Graduate (Numerator)?

Students who earn a high school diploma at comprehensive (or traditional) high schools are **included in the numerator.**

The following exit categories and completion codes in CALPADS are used to identify graduates:

CALPADS Exit/Completion Code	Description
E230/100	Graduated, standard high school diploma

The following students are **considered NOT a graduate and excluded from the numerator**:

- **Special Education Certificate of Completion**: Students who earn this certificate are excluded from the numerator but included in denominator.

- **High School Equivalency Certificate:** Students who earn a General Educational Development (GED), High School Equivalency Test (HiSET), or Test Assessing Secondary Completion (TASC) are excluded from the numerator but included in denominator.

- **New: Adult Education Diploma:** Students who transfer from a regular high school to an Adult Education program and receive an Adult Education High School Diploma are no longer counted as traditional high school graduates. Beginning with the 2018 Dashboard, these students will be excluded from the numerator but included in the denominator.

- **New: California High School Proficiency Exam (CHSPE):** The CHSPE does not meet the federal definition of a regular high school diploma. Therefore, students who earn the CHSPE are no longer counted as traditional high school graduates. Beginning with the 2018 Dashboard, these students will be excluded from the

numerator but included in the denominator.

Four-Year Cohort: Who Counts in the Graduation Cohort (Denominator)?

When a student first enrolls in grade nine, he or she becomes part of a four-year graduating cohort, or high school graduating class. For example, a student who enrolled in grade nine in 2014–15 is part of the Class of 2018. This includes the following students:

- Dropped out over the four-year period.
- Transferred into the school during the four-year period.
- Lost transfers (i.e., students who exited out of a school as a transfer, but never enrolled in another school by Fall Census Day, are considered lost transfers.
- Early graduates (i.e., students who graduate high school in less than four years) are **counted in the original cohort in which they began**. For example, a student who entered grade nine for the first time in 2014–15 belongs to the Class of 2018. If the student graduated in 2016–17 (after three years in high school), the student would still be included in both the numerator and denominator for the Class of 2018 graduation rate (not for the Class of 2017) even though the student received his or her diploma a year early.
- **New: Transfer to an Adult Education Program or Community College:** Students who transfer to an adult education program or community college during the four years without earning a regular high school diploma will no longer be removed from the cohort. These students will now remain in the cohort and be counted as dropouts.

Note that regardless of which school they enrolled in, once a student enters grade nine, he or she will remain in that cohort and be expected to graduate within four years.

Students are excluded from the cohort if, during the four-year period, they:

- Transferred out of the school,
- Emigrated, or
- Died.

August 15 Cut Off Date

For a student to be counted as a graduate in the four-year cohort, the student must graduate by August 15. Students who graduate after August 15 will be placed in the five-year graduation cohort.

When Students Change Local Educational Agencies or Schools

All first-time grade nine students are included in the cohort. Once a student enters a cohort, they remain in that cohort. If the student moves to a different school or LEA, they are removed from the first school's/LEA's cohort and included in the second school's/LEA's cohort.

Example of When a Student Moves

In fall 2014, Maude enrolled in Garnet School as a grade nine student. Because she was a first-time grade nine student, Maude was expected to graduate in June 2018 and was therefore included in the 2017–18 (class of 2018) graduation cohort.

In summer 2015, Maude's family moves to a different neighborhood. That fall, Maude enrolls in Onyx School as a grade twelve student. She graduates with a diploma from Onyx School at the end of the school year in 2018.

Because Maude moved, she is removed from the 2017–18 graduation cohort for Garnet School and added to Onyx School's 2017–18 graduation cohort (denominator). She is also added in the numerator because she graduated with a regular diploma.

Modified Method: DASS Graduation Rate

What Are Modified Methods and Why Are They Only Applicable to DASS Schools?

Students who attend DASS schools are highly mobile; some may be returning to school after years of being out of the system. In addition, DASS students are often credit deficient and not on track to graduate within four years. Therefore, in order to more fairly evaluate the school's impact on its students, modified graduation criteria have been adopted for DASS schools.

DASS Graduation Rate: Who Counts as a Graduate (Numerator)?

To be counted as a graduate, three criteria apply:

1. **Grade Requirement**—Students must:

    - Be in grade eleven or twelve with a primary enrollment (enrollment status code 10 in CALPADS), or
    - Have an adult status in CALPADS, **or**
    - Have an ungraded secondary status in CALPADS (note that ungraded will no longer be a CALPADS option for the 2018–19 school year)

2. **Certificate Requirement**—Students must:

    - Receive a standard diploma,
    - Pass the CHSPE,
    - Pass the GED, HiSET, or TASC
    - Receive an adult education high school diploma, **or**

- Earn a special education certificate of completion*

  *Special Education Certificate of Completion:

  - If students who earn the Certificate of Completion are under the age of 20, they must be eligible to take the California Alternate Assessments (CAAs). Otherwise, they cannot be counted as graduates under the DASS Graduation Rate.

  - If students who earn the Certificate of Completion are 20 or older, they will automatically be counted as graduates under the DASS Graduation Rate.

3. **Enrollment Days Requirement**—Students must:

- Be in grade twelve and have a primary enrollment status (code 10) in CALPADS, and be enrolled for at least 90 cumulative calendar days (which includes weekends and holidays) with an enrollment gap of 30 days or less, or

- Be a graduate in July, August, or September (no specific enrollment requirement), or

- Be a ***graduate*** who is enrolled for at least 30 cumulative calendar days (which includes weekends and holidays) with an enrollment gap of 30 days or less, and who has:

  - An adult status in CALPADS,
  - An ungraded secondary status in CALPADS,
  - A Foster Youth status in CALPADS,
  - A Homeless status in CALPADS,
  - Is in grade 11, or
  - Is receiving specialized services (enrollment status code 40 in CALPADS)

90 Cumulative Calendar Days Examples

Example 1: Maria, a grade twelve student, was enrolled at a DASS school. She had the following number of enrollment and exit days at that DASS school:

- Enrolled for 30 days,
- Exited for 5 days,
- Re-enrolled for 20 days,
- Exited for 3 days, and
- Re-enrolled at the same school for 40 days.

Because the total number of days enrolled was 90 days (30 + 20 + 40), and no single break in enrollment was equal to or greater than 30 days, Maria meets the 90 cumulative day requirement.

Example 2: Jorge, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school:

- Enrolled for 30 days,
- Exited for 31 days,
- Re-enrolled for 20 days,
- Exited for 2 days, and
- Re-enrolled for 40 days

Although Jorge had a total cumulative enrollment of 90 days (30 + 20 + 40), he had an enrollment gap of 31 days. Because the gap was greater than 30 days, the count for days begins again **after the gap:** 20 + 40 = 60. Because the total cumulative enrollment is only 60 days, the 90 cumulative day requirement is not met.

30 Cumulative Calendar Days Example

Kendra, a grade twelve Foster Youth graduate, was enrolled at a DASS school. She had the following number of enrollment and exit days at that school:

- Enrolled for 20 days,
- Exited for 40 days,
- Re-enrolled for 10 days,
- Exited for 15 days, and
- Re-enrolled for 20 days

Although Kendra has a total cumulative enrollment of 50 days (20 + 10 + 20), she had an enrollment gap of 40 days. Because the gap was greater than 30 days, the count for days begins again **after the gap:** 10 + 20 = 30. Because the total cumulative enrollment is 30 days, the 30-day cumulative enrollment requirement is met.

The scenarios that follow illustrate the business rules used for determining who is counted in the numerator for the DASS Graduation Rate.

Example 1: Summer School Graduates

Student	Enrollment	Counted as a Graduate
Brittany, a grade twelve student, enrolls in a DASS school during the first week of May.	By June 16, when the school year ends, she has not graduated. She enrolls in the school's summer school program on July 5 and receives a standard diploma on August 11.	Brittany is counted as a **graduate** at the DASS. Although Brittany does not have a total of 90 days of cumulative enrollment at the DASS school, she is still counted as a graduate because there is no enrollment requirement for summer school graduates.

Example 2: Foster Youth

Student	Enrollment	Counted as a Graduate
Doug is a foster youth student.	He enrolls in a DASS school during the first week of May and earns a GED, on June 16, when the school year ends.	Doug is counted as a graduate at the DASS school because the criteria for graduates at DASS schools include passage of a California High School Equivalency Test (i.e., GED, HiSET, and TASC). Although Doug does not have a total of 90 days of cumulative enrollment at the DASS school, he is still counted as a graduate because the minimum enrollment for foster youth students is 30 cumulative calendar days.

Example 3: Enrollment Gap

Student	Enrollment	Counted as a Graduate
Oliver is a grade twelve student.	He enrolls in a DASS school in September and exits in January. He reenters the same DASS school during the first week of May and graduates, with a GED, on June 16, when the school year ends.	Doug is **not counted** as a **graduate** at the DASS school because the enrollment gap (between January and May) is more than 30 cumulative calendar days, so he does not meet the enrollment requirement of 90 cumulative days.
Jade is a grade twelve student.	She enrolls in a DASS school in September and exits in December. She reenters the same DASS school on March 1 and earns a GED on June 16, when the school year ends.	Jade is **counted** as a **graduate** at the DASS school because, although the enrollment gap is more than 30 cumulative calendar days, she has more than 90 cumulative days of enrollment (March 1 to June 16) after she reenters.

Example 4: Counting Enrollment Days

Student	Enrollment	Counted as a Graduate
Darryl is a grade twelve student.	He enrolls in a DASS school in September for ten days. He then exits for twenty days. He reenters in the same DASS school and enrolls for 50 days. He exits again for 25 days. He reenrolls for the same DASS school for 30 days and does not earn a diploma or certificate.	Darryl is **counted** as a **non-graduate** at the DASS school because: (1) he was enrolled at the school for 90 calendar days, (2) each of his enrollment gaps was less than 30 days, and (3) he did not earn a diploma or certificate.

DASS Graduation Rate: Who Counts in the Graduation Cohort (Denominator)?

The DASS graduation cohort is made up of all students who are:

- Graduates (including summer graduates)
- Grade twelve non-graduates who are enrolled for at least 90 cumulative calendar days from July 1 to June 30 with a primary enrollment (code 10 status in CALPADS) and who **did not receive a:**
  - A standard diploma,
  - High school equivalency certificate (such as a GED),
  - Adult education, or
  - Special Education Certificate of Completion and was eligible to take the CAA
- Non-graduate students with disability who turn 18 years old on August 15th or before

Students are excluded from the denominator if they are non-graduates whose last enrollment record has one of the following exit codes:

CALPADS Exit Code	Description
E130	Died
T180	Transfer to a private school
T200	Transfer to a school outside of California
T240	Transfer out of the U.S
T260	Transfer to an adult education program
T280	Transfer to college
T310	Transfer to a health facility
T370	Transfer to an institution with a high school diploma program
T460	Transfer to home school program

The scenarios below illustrate the business rules used for determining the numerator and denominator for the DASS Graduation Rate.

Example 1: Graduating Before 90 Days and Exiting the School

Student	Enrollment	Counted as a Graduate
Albert is a grade twelve student.	He enrolls in a DASS school in March and stays enrolled for 80 days and then earns a standard diploma before exiting out of the school.	Albert is counted neither as a graduate nor a non-graduate at the DASS school. He is **not included in the denominator.** Because students must be enrolled for at least 90 cumulative calendar days ***prior to graduating***, Albert does not meet the criteria to be included in the calculations for the one-year graduation rate. However, if Albert was enrolled for at least 90-days in the district, he would be counted as a graduate at the district level.

Example 2: Graduating Before 90 Days and Remaining at School

Student	Enrollment	Counted as a Graduate
Rachel is a grade twelve student.	She enrolls in a DASS school in September and earns her HiSET in mid-October and exits. She re-enrolls in January and remains at the school through June without earning a standard diploma.	Rachel is counted **neither as a graduate or a non-graduate** at the DASS school because, although she received her HiSET at the school, she earned it before meeting the 90-day cumulative calendar enrollment requirement. She is excluded from the graduation rate calculation for the school.

August 15 Cut Off Date and Summer Graduates

Similar to the four-year graduation rate rules, for a student to be counted as a graduate in a DASS school, he or she must be entered as a graduate in CALPADS by August 15 of that school year. For the DASS graduation rate, students who graduate after August 15 are included in the next graduating class. For example:

- A student who attended summer school and graduated on August 15, 2018 would be included in the graduating class of 2018.
- A student graduated on August 16 would be included in the graduating class of 2019.

When Students Transfer Between Schools

If a student transfers between schools (i.e., between a comprehensive and DASS school or from one DASS school to another), only **the last school** is held accountable for student's graduation status. If the last school of record is a DASS school, then it must meet all criteria for the DASS Graduation Rate.

Example 1: Transfer to Traditional School

Student	School 1	School 2	Which Graduation Rate in the Student Attributed to?
Marcie is a grade 12 student who enrolled in two schools during her senior year.	She enrolled in a DASS school for 120 days.	She then transferred to a traditional school for the last 30 days* and received a standard diploma.	Marcie is included in the four-year graduation rate for the **traditional school only** and is counted as a **graduate** (included in both numerator and denominator).
Eric is a grade 12 student who enrolled in two schools during his senior year.	He enrolled in a DASS school for 120 days.	He then transferred to a traditional school for the last 30 days but **did not graduate**.	Eric is included in the four-year graduation rate for the **traditional school only** and is counted as a **non-graduate** (included in (denominator only).

*****Keep in mind that there is no minimum enrollment requirements for traditional schools. The traditional school is accountable for the student's graduation status because that is last school that the student attended.

Example 2: Multiple School Transfers

Student	School 1	School 2	School 3	Which Graduation Rate in the Student Attributed to?
Melanie is a grade twelve student who transferred twice during her senior year.	For the first four months of the academic year, she enrolled in a DASS school.	In December, she transferred to a traditional high school, where she was enrolled for 95 days.	In March, she transferred to a new DASS school for the remainder of the year (June 30) but did not graduate.	Since Melanie was enrolled at School 3 (a DASS school) for at least 90 consecutive calendar days, and it was the last school of record, School 3 is accountable. She is counted as a **non-graduate** at **School 3** (i.e., included in denominator but not numerator).

Example 3: Graduating Before Transfer

Student	School 1	School 2	School 3	Which Graduation Rate in the Student Attributed to?
Marc is a grade twelve student who transferred twice during his senior year.	For the first four months of the academic year, he enrolled in a traditional school.	In December, he transferred to a DASS school, and, after enrolling for 60 days, received a GED.	In February, he transferred to a new DASS school for the remainder of the year (June 30) and did not receive additional graduation certificates.	Although Marc received a GED at School 2, he was not enrolled there for 90 consecutive calendar days. Therefore, School 2 cannot count Marc as a graduate. School 3 is the last record of enrollment, and Marc was enrolled there for at least 90 days. Therefore, he is counted as a **non-graduate** at **School 3** (i.e., included in denominator but not numerator).

Calculation Formula for Status for Comprehensive High Schools

Number of students who earn a regular high school diploma by the end of the 2017–18 school year **(Class of 2018)**

divided by

Total number of students who entered grade nine for the first time in 2014–15 for the Class of 2018

Calculation Formula for Status for DASS Schools

Total number of students who meet the graduation criteria between July 1, 2017 through June 30, 2018, *plus* grade eleven and twelve students who graduate during the summer between August 16, 2017 to September 30, 2017 **or** July 1, 2018 to August 15, 2018 **(Class of 2018)**

divided by

Total number of graduates *plus* grade twelve non-graduates who were enrolled for at least 90 cumulative calendar days from July 1, 2017 through June 30, 2018 with a primary enrollment (code 10 status in CALPADS) **(Class of 2018)**

Calculation Formula for Status for LEAs

Both comprehensive high schools and DASS schools' data are aggregated to their LEAs' data, except for charter schools. Because charter schools are treated as LEAs under the LCFF, their data are not included in their authorizers' data.

- LEAs that have only comprehensive high schools have a graduation rate based on the four-year cohort only.
- County offices that have only DASS schools have a graduation rate based on the DASS graduation cohort only.
- LEAs that have both comprehensive high schools and DASS schools have a combined graduation rate:

Combined Graduation Rate for the Class of 2018

Four-Year Cohort Graduates + DASS Graduates Rate

divided by

Total Number of Students in the Four-Year Cohort + DASS Graduation Rate

Calculation Formula for Change

The Change calculation is the same for traditional schools, DASS schools, and all LEAs:

Class of 2018 Graduation Rate *minus* Class of 2017 Graduation Rate

Cut Scores and Five-by-Five Colored Table

See Appendix A for:

- One set of statewide distributions, cut scores, and five-by-five colored table used for:
  - Comprehensive high schools
  - LEAs

- One set of statewide distributions, cut scores, and five-by-five colored table used for:
  - DASS schools

Student Groups and Data Corrections

Please view the section titled “Student Groups” to access the student group definitions and data correction processes and deadlines for this indicator.

Example 1: Topaz Unified School District

(Serves both comprehensive high schools and DASS schools)

Step 1: Determine Status

Because this LEA serves both traditional and DASS schools, the LEA will have a combined graduation rate for the Class of 2018.

215 Graduates from 4-Year Cohort + 10 Graduates from DASS Graduation Rate

divided by

250 Students in 4-Year Cohort +50 Students in DASS Graduation Rate

The school's graduation rate for the Class of 2018 is 225/300 = 75.0%. Therefore, the school's Status is **75.0%**.

Step 2: Determine Change

Change is: Class of 2018 *minus* Class of 2017.

Because the district's Class of 2017 graduation rate was **72.7%**, the Change is:

75.0% *minus* 72.7% = **2.3%**.

Step 3: Determine the Performance Level (Color)

Based on the district's Status (75.0%) and Change (2.3%) data, the performance level (color) is Yellow. The five-by-five colored table on the following page illustrates how a performance level is derived.

Five-by-Five Colored Table Results for Topaz Unified School District

Performance Level	Declined Significantly from Prior Year (by 5.1% or greater)	Declined from Prior Year (by 1.0% to 5.0%)	Maintained from Prior Year (declined or increased by less than 1.0%)	Increased from Prior Year (by 1.0% to 4.9%)	Increased Significantly from Prior Year (by 5.0% or greater)
Very High 95.0% or greater in Current Year	N/A	Blue	Blue	Blue	Blue
High 90.0% to less than 95.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 80.0% to less than 90.0% in Current Year	Orange	Orange	Yellow	Green	Green
Low 67.0% to less than 80.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67.0% in Current Year	Red	Red	Red	Red	Red

Example 2: Lapis Lazuli DASS School

Step 1: Determine Status

The graduation rate for the Class of 2018 is **60.2%**, which is the school's Status.

Step 2: Determine Change

Change is Class of 2018 Status *minus* Class of 2017 Status.

Because the school's Class of 2017 graduation rate was **55.2%**, the Change is:

60.2% *minus* 55.2% = **5.0%**.

Step 3: Determine the Performance Level (Color)

Based on the school's Status (60.2%) and Change (5.0%) data, the school's performance level (color) is "Red." The five-by-five colored table on the following page illustrates how a performance level is derived.

Five-by-Five Colored Table Results for Lapis Lazuli DASS School

Performance Level	Declined Significantly from Prior Year (by more than 10.0%)	Declined from Prior Year (by 3.0% to 10.0%)	Maintained from Prior Year (declined or increased by less than 3.0%)	Increased from Prior Year (by 3.0% to less than 10.0%)	Increased Significantly from Prior Year (by 10.0% or greater)
Very High 90.0% or greater in Current Year	N/A	Blue	Blue	Blue	Blue
High 80.0% to less than 90.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 70.0% to less than 80.0% in Current Year	Orange	Orange	Yellow	Green	Green
Low 67.0% to less than 70.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67.0% in Current Year	Red	Red	Red	Red	Red

Five-Year Graduation Rate for Comprehensive High Schools Only

Based on audit findings from the U.S. Department of Education Office of Inspector General regarding the business rule changes to the four-year cohort graduation rate calculation, the CDE calculated graduation rates for the Class of 2017 and Class of 2018 using these new rules. Based on the calculation, only one year of five-year cohort data (Class of 2017) is available. The Class of 2017 five-year graduation rate includes both:

- Fourth-year graduating seniors (i.e., students from the Class of 2017 who graduated at the end of the 2016–17 school year), and
- Fifth year graduating seniors (i.e., students from the Class of 2017 who graduated at the end of the 2017–18 school year).

In September 2018, the SBE reviewed options for incorporating the five-year cohort graduation rate in the Graduation Rate Indicator. Because Change requires two years of data, the CDE reported that the five-year rate cannot be included until the 2019 Dashboard.

After reviewing options and feedback received from various stakeholder groups, the SBE approved **reporting the five-year cohort graduation rate in the 2018 Dashboard for informational purposes only.** These data will not be used for accountability purposes as part of the Graduation Rate Indicator calculations.

How is the Five-Year Graduation Rate Calculated?

The five-year cohort graduation rate is a determination of whether students who did not graduate by the end of their fourth year of high school graduate by the end of their fifth year. Fifth-year seniors are included as graduates if they receive a standard high school diploma.

Class of 2017 Reported on the 2018 Dashboard

Total Number of Students from Class of 2017 Who Graduated in 2016–17 **or** in 2017–18

divided by

Class of 2017 Cohort

Additional Business Rules:

- **Non-Graduate Completers:** Fifth-year seniors who were awarded the CHSPE, adult education diploma, Special Education Certificate of Completion, or high school equivalency test by the end of their fifth year will be considered **non-graduates.** They are excluded from the numerator but included in the denominator of the five-

year cohort rate.

- **Transferred Out:** Students who transfer to another school or district during their fifth year will be added to the cohort of the receiving school or district ***only if*** the student graduates within their fifth year. This is to ensure that the receiving school or district do not experience decreases in their five-year graduation rate due to the addition of these transfer students.

  These students will also remain in the cohort of the sending school or district. This is to ensure that the sending school or district will not experience an increase in their five-year graduation rate due to the removal of these transfer students.

- **Transferred Back In**: Any student who was removed from the four-year cohort (e.g., transferred out of state or out of the country) but transfers back to California will be added to the cohort of the receiving school or district ***only if*** the student graduates within their fifth year.

- **Dropouts:** Students who do not successfully transfer or graduate by the end of their fifth year are considered dropouts. They are excluded from the numerator but included in the denominator of the five-year cohort rate.

Future Changes

At the September 2018 meeting, the SBE directed CDE staff to further explore options for incorporating the five-year cohort rate into the 2019 Dashboard. Because each option will have different policy implications, CDE staff will provide the SBE with updates on the progress of this analysis during the spring and summer of 2019.

Academic Engagement

Local Indicators: Access to a Broad Course of Study (Priority 7)

LEAs annually measure its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1–6 and Grades 7–12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

The adopted course of study for grades 1 to 6 is required to include instruction in the following areas of study: English; mathematics; social sciences; science; visual and performing arts; health; physical education; and other studies that may be prescribed by the governing board.

The adopted course of study for grades 7 to 12 requires that courses in the following areas of study be offered: English; social sciences; foreign language or languages; physical education; science; mathematics; visual and performing arts; applied arts; and Career Technical Education.

Self-Assessment Tool for Priority 7

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Conditions & Climate

Suspension Rate Indicator (Grades K–12)

Who Receives this Indicator?

All LEAs and schools with **30 or more students who are cumulatively enrolled*** in kindergarten through grade twelve in both the current and prior year will receive results for this indicator in their Dashboard.

Unified Cut Scores Applied to K–12 Schools

The Suspension Rate Indicator uses more than one set of cut scores and five-by-five colored tables to determine performance levels (colors). LEAs and schools receive the appropriate cut scores and five-by-five colored table based on their LEA and school type (e.g., unified, elementary, high). The section on "LEA and School Type" discusses the specific criteria used to determine type.

Please note that for **K–12 schools**, the cut scores and five-by-five tables for ***unified school district*** will be applied.

Suspension Rate Rules

Students who are suspended at any time during the school year, including the last day of school, will be counted as suspended for the calculation of this indicator.

"Multiple Suspensions for One Student": If a student is **suspended multiple times**, the student is counted as being suspended only once. For examples, see Table 14.

Table 14

Example	Scenario
Same School	Within one academic year, Student A was suspended five different times within his/her school. For suspension rate purposes, Student A would be counted as being suspended only once.
Same School	Within one academic year, Student A was: • Enrolled at School 1, suspended twice, and then exited the school, and • Enrolled back at School 1, suspended once, and exited the school. Student A would be counted as being suspended once at School 1. (Student would also be counted only once for cumulative enrollment purposes [i.e., only counted once in the denominator.])

Example	Scenario
Different Schools within One LEA	Within one academic year, Student A was enrolled at three different schools within one LEA. In each school, Student A was suspended: • Five times at School 1, • Twice at School 2, and • Twice at School 3 In this instance, Student A would be counted as being suspended once in each of the three schools and only once in the LEA.
Different LEAs	Within one academic year, Student A was enrolled in two separate LEAs. In each LEA, Student A was suspended in more than one school: **LEA 1:** • Once at School 1, and • Three times at School 2 **LEA 2:** • Twice at School 3, and • Twice at School 4 In this instance, Student A would be counted as being suspended once in each of the four schools (i.e., Schools 1 through 4) and once in each LEA (i.e., LEA 1 and LEA 2).

"In-school" and "Out-school" Suspensions: For both "in-school" and "out-school" suspensions, students are captured in the numerator (or as "suspended") and are included in the calculation of the suspension rate.

The following codes in CALPADS are used to identify these suspension types:

CALPADS Discipline Action Category Code	Suspension Type
110	In-school suspension
100	Out-of-school suspension

NOTE Expulsions are not included in calculating the suspension rate.

Key Differences

- **Reverse Goal:** In addition to having multiple cut scores, another key difference for this indicator is that the goal is reversed. For all other state indicators, the desired outcome is a high percent in Status and Change. However, for the Suspension Rate

Indicator, the desired outcome is a low suspension rate and, thus, a low percent for Status and Change.

- **Charter Schools and Single School Districts**

  Both charter schools and single school districts will only be held accountable for their school-level performance level because:

  - Under the LCFF, charter schools are treated as districts.
  - Under the ESSA, single school districts are treated as schools.

Thus, charter schools and single school districts could receive two reports: (1) an LEA report and (2) a school report. Since cut scores were set separately for LEAs and schools, the two reports could contain inconsistent performance level (or color) results for the charter school. Such inconsistency would undermine the goal of developing one integrated local-state-federal accountability system. As a result, the SBE approved using only the school-level suspension rate cut scores for charter schools and single school districts.

Automatic Assignment of an Orange Performance Level

LEAs and schools are automatically assigned an Orange performance level for the Suspension Rate Indicator if they did not certify (or submit) their suspension (discipline) data in the CALPADS for the current or prior Dashboard cycles. Therefore:

- LEAs and schools that qualify for a performance level (color) of Blue, Green, or Yellow will be automatically assigned an Orange performance level.

- LEAs and schools that are assigned a Red performance level for the 2018 Dashboard will continue to receive a red color and not be automatically assigned an Orange performance level.

Data Source

The suspension data used for this indicator are sourced from data LEAs and schools submit to CALPADS.

Calculation Formula for Status

The suspension rate calculations for Status are based on the unduplicated number of students suspended within the 2017–18 school year.

Suspension Rate Formula

Number of Students Suspended

divided by

Cumulative Enrollment* Multiplied by 100

***Cumulative Enrollment:** This is determined by the total number of students who, at any time during the school year, enrolled in a school. **Example:** A student enrolls in a school on March 7 and transfers out of the school on March 10. The student would be counted as part of the school's cumulative enrollment.

Calculation Formula for Change

The calculation for Change is based on data from the current and prior year:

Status (2017-18 suspension rate) **minus**
2016-17 suspension rate

Cut Scores and Five-by-Five Colored Tables

Multiple data simulations revealed that suspension data vary widely by LEA type (elementary, high, and unified) and school type (elementary, middle, and high). For example, suspension rates were higher at the middle school level than at the elementary school level. Therefore, unlike other state indicators, which use only LEA-level distributions to set the cut scores for Status and Change, the Suspension Rate Indicator uses both LEA-level and school-level distributions.

The suspension cut scores are set based on LEA and school type. This results in six different sets of cut scores for Status and Change:

- Three sets based on LEA type distributions
- Three sets based on school type distributions

Having six different sets of cut scores also resulted in six different five-by-five colored tables. See Appendix A for the statewide distributions used to set the cut scores and the five-by-five colored tables for this indicator. See the section titled "LEA and School Type" for the rules used to determine an LEA and school's type.

Student Groups and Data Corrections

Please view the section titled “Student Groups” to access the student group definitions and data correction processes and deadlines for this indicator.

Example 1: Ruby Elementary

Step 1: Determine Status

The suspension rate in 2017–18 is **4.0%**, which is the school’s Status.

Step 2: Determine Change

Change is 2017–18 suspension rate *minus* 2016–17 suspension rate.

Because the school’s 2016–17 suspension rate was **5.6%**, the Change is:

4.0% *minus* 5.6% = **-1.6%.**

Step 3: Determine the Performance Level (Color)

The school’s performance level for the Suspension Rate Indicator is determined using the **elementary school-level Status and Change cut scores** identified in Appendix A. Based on Ruby Elementary School’s Status and Change results, the school made considerable progress over the previous year, reducing its suspension rate by 1.6%; yet it still has a 4% suspension rate, which is high. The school will receive a Yellow performance level as illustrated in the five-by-five colored table on the next page.

To receive a Green performance level for the 2019 Dashboard, the school will need to reduce their suspension rates to at least 3%. To maintain the Yellow performance level, the school will need to reduce their suspension rate by at least 0.3%.

Elementary Five-by-Five Colored Table Results for Ruby Elementary

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 1.0%)	Declined Significantly from Prior Year (by 1.0% or greater)
Very Low 0.5% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 0.5% to 1.0%	N/A	Yellow	Green	Green	Blue
Medium Greater than 1.0% to 3.0%	Orange	Orange	Yellow	Green	Green
High Greater than 3.0% to 6.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 6.0%	Red	Red	Red	Orange	Yellow

Example 2: Emerald Unified School District

Step 1: Determine Status

The suspension rate in 2017–18 is **3.8%**, which is the LEA's Status.

Step 2: Determine Change

Change is 2017–18 suspension rate *minus* 2016–17 suspension rate.

Because the LEA's 2016–17 suspension rate was **3.5%**, the Change is:

3.8% *minus* 3.5% = **0.3%.**

Step 3: Determine the Performance Level (Color)

The LEA's performance level for the Suspension Rate Indicator will be determined using the **unified school district Status and Change cut scores** identified in Appendix A. Based on Emerald Unified School District's Status and Change results, the suspension rate actually increased by 0.3% from the previous year. The LEA will receive an Orange performance level as illustrated in the five-by-five colored table on the next page for the details as to how the LEA received an Orange performance level.

Unified Five-by-Five Colored Table Results for Emerald Unified School District

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 2.0%)	Declined Significantly from Prior Year (by 2.0% or greater)
Very Low 1.0% or less in Current Year	N/A	Green	Blue	Blue	Blue
Low Greater than 1.0% to 2.5% in Current Year	Orange	Yellow	Green	Green	Blue
Medium Greater than 2.5% to 4.5% in Current Year	Orange	Orange	Yellow	Green	Green
High Greater than 4.5% to 8.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 8.0% in Current Year	Red	Red	Red	Orange	Yellow

Conditions & Climate

Local Indicators: Basics (Priority 1), Parent Engagement (Priority 3), and Local Climate Survey (Priority 6)

LCFF Priority 1: Basic (Availability of Textbooks, Adequate Facilities, and Correctly Assigned Teachers)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

LCFF Priority 3: Parent Engagement

LEAs will provide a narrative summary of its progress toward: (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based **either** on information collected through surveys of parents/guardians **or** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in its local control and accountability plan (LCAP).

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), the LEA will summarize the following in the text box provided in the Dashboard:

(1) The key findings from the survey related to seeking input from parents/guardians in school and district decision making;

(2) The key findings from the survey related to promoting parental participation in programs; and

(3) Why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

OPTION 2: Local Measures
Summarize the following in the text box provided in the Dashboard:

(1) The LEA's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;

(2) The LEA's progress on at least one measure related to promoting parental participation in programs; and

(3) Why the LEA chose the selected measures and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Examples of measures that LEAs might select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.

2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.

3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.

2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.

4. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian

engagement in the last two school years.

LCFF Priority 6: School Climate

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Additional Information

This section covers general information for all indicators reported in the Dashboard by the CDE, as well as the Five-by-Five Placement Report that is posted on the CDE California Model Five-by-Five Placement Reports & Data web page.

Standard Rounding Rules

The CDE applies standard rounding rules to both Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report.

Change is calculated using the two years of Status results, prior to rounding:

Current Status (Not Rounded) ***minus***
Prior Status (Not Rounded) = Change (Rounded)

Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (or color) than what is reported on the Dashboard Web site.

New Schools

Schools that newly opened during the 2017–18 academic year, and have current data, will have their Status data reported on the Dashboard. Because two years of data are required to calculate Change and to determine a performance level (color), new schools will not have Change data, performance level, or receive a Five-by-Five Placement Report.

Closed Schools

Any school that closed during the 2017–18 academic year will receive a Dashboard and the Five-by-Five Placement Reports as long as the school has data that can be used to report state indicators.

County-District-School Code

In order to have data displayed on the indicators reported in the Dashboard by the CDE, including the Five-by-Five Placement Reports, an LEA must have a county-district (CD) code and a school must have a county-district-school (CDS) code. Information regarding CDS code assignments is located on the CDE Schools and Districts web page at https://www.cde.ca.gov/ds/si/ds/.

Additional Reports:

CCI, Participation Rate, Student Group, and Five-by-Five Reports

When the 2018 Dashboard is released to the public, the following reports will be made available on the CDE Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/:

- ***CCI Report:*** This report provides additional information on the CCI, including the number and percentage of students who met each of the measures in the Prepared and Approaching Prepared levels, for the Class of 2016, 2017, and 2018.

- ***Participation Rate Report****:* This report displays the participation rates used to determine if the DSF should be adjusted and by how much.

  Note that the adjustment made to the DFS based on the participation rates will be available in the downloadable data files posted on the CDE Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/ (under Data Files and Guide tab).

- ***Student Group Report:*** This report displays Status, Change, and performance level (color) for all student groups across all state indicators.

- ***Five-by-Five Placement Report:*** The section below details this report.

Five-by-Five Placement Report

As noted in earlier sections of this guide, California's accountability and continuous improvement system is based on a five-by-five colored table which produces 25 performance results. Each result is represented by five colors (i.e., Blue [Highest Performance]; Green; Yellow; Orange; and Red [Lowest Performance]). To help LEAs and schools identify ***which one*** of the 25 performance results they achieved on the state indicators, the CDE produced the Five-by-Five Placement Report, which identifies the exact location of the LEA, school, or student group in the table.

Has Anything Changed with the Five-by-Five Report Since the 2017 Dashboard?

Because performance levels (colors) are reported for the CCI and Chronic Absenteeism Indicator for the first time this year, the Five-by-Five Placement Reports will provide data pertaining to these indicators. In addition, because DASS schools now receive a Dashboard report, they will also receive a five-by-five report.

Who Receives a Five-by-Five Report?

All LEAs and schools that receive a report in the Dashboard will receive a Five-by-Five

Placement Report.

How Do the Five-by-Five Reports Relate to the Dashboard?

The Dashboard displays the Status, Change, and performance levels (or colors), for each applicable indicator. The Five-by-Five Placement Report identifies the exact location of the LEA, school, or student group on the five-by-five colored table.

For example, the five-by-five colored table for the Graduation Rate Indicator has *four* Green performance levels. If School A received a Green performance level, the Five-by-Five Placement Report will identify ***which*** of the four Green performance levels the school achieved.

LEAs and schools can use the information in the Five-by-Five Placement Report to identify how much positive improvement (Change) is necessary to maintain a performance level (color) or to move up a performance level. (Note that the new accountability system is a continuous improvement system which requires LEAs and schools to continuously improve in order to maintain a performance level or achieve a higher performance level [color]).

What is included in the Five-by-Five Placement Reports?

- *District-Level Five-by-Five Placement Reports*

  The district report identifies the performance level (or color) for all the schools within the district. It also provides the exact location of all the schools on the five-by-five colored table. A viewer can use the district report to quickly compare how all schools in the district performed on a particular indicator.

  Each school identified in the district five-by-five colored table is hyperlinked to allow easy access to the school's Five-by-Five Placement Report.

  The report also contains a link to the district's student group information, as well as a direct link to the district's Dashboard. The student group data can be accessed by selecting the "View Student Groups Five-by-Five Report" hyperlink. The direct link to the Dashboard can be accessed by selecting the "View California School Dashboard" hyperlink.

- *School-Level Five-by-Five Placement Reports*

  The school report identifies the performance level (or color) for all the significant student groups and also provides the exact location of all the significant student groups on the five-by-five colored table.

- *Summary Table at the Bottom of Each Report*

  At the bottom of each Five-by-Five Placement Report, a summary table is displayed identifying either the:

- The total number of schools in each performance level (or color), or
- The total number of student groups in each performance level (or color).

- *View Detailed Data*

  This feature, available on both district and school-level reports, provide not only the Status level, Change level, and performance levels (or colors), it also includes the following data:

  - Number of students included in the numerator (in current and prior years)
  - Number of students included in the denominator (in current and prior years)
  - Rates (such as graduation rates for current and prior three years)
  - Flags (used when an LEA or school is assigned an Orange performance level)

  A viewer will also be able to filter by specific student groups (i.e., EL, SED, SWD, and race/ethnicity).

- *Downloadable Data Files*

  The **statewide data files** for the Five-by-Five Placement Reports (and the Dashboard) are downloadable from the CDE California School Dashboard and System of Support web page at https://www.cde.ca.gov/ta/ac/cm/. These files are provided in both Excel and Text formats. Associated record layouts and a glossary containing data definitions are also available on this web page.

- **Individual LEA, school, and student group data files** are also available through the *View Detailed Data* on the Five-by-Five Placement Reports (select the "Download Data" link). This feature allows:

  - An LEA to download data for the LEA, all of their schools, and student groups
  - A school to download school and student group data

Identification of LEAs for Differentiated Support and Intensive Interventions

Eligibility Criteria for Identifying LEAs for Differentiated Support and Intensive Interventions

For the 2018 Dashboard, all LEAs, including county offices of education, are eligible for technical assistance. Under the LCFF statutes, LEAs will be identified for differentiated support based on:

- Student group performance in two or more LCFF state priority areas, or
- Performance on local indicators in two or more priority areas, or
- A combination of student group and local indicator performance in two or more priority areas.

LEAs that are not identified based on these criteria will be eligible for general support.

- **County Offices of Education:** COEs will receive a Dashboard for the first time in 2018. Because COEs operate DASS schools, COEs did not receive a 2017 Dashboard report. However, DASS schools will receive a 2018 Dashboard report. As a result, COEs will also receive a Dashboard report. The COE Dashboard will be based on the aggregated data of their DASS schools. Both state and local indicator data for COEs will be used to determine their eligibility for differentiated support.

Are Charter Schools Eligible for Differentiated Support as LEAs in 2018?

The eligibility criteria for charter schools to receive differentiated support as LEAs require at least three years of data. Therefore, charter schools will be eligible as LEAs beginning with the 2019 Dashboard.

Criteria by Priority Area for Determining LEA Eligibility for Differentiated Support and Intensive Interventions

Table 14 on the following page identifies the student group and local indicator criteria by LCFF state priority area. Both the state and local indicator results reported in the 2018 Dashboard will be used to identify LEAs for differentiated support. In future years, LEAs that meet exit criteria will be determined on an annual basis.

Intensive Intervention

Since intensive intervention requires at least three years of data, the first time an LEA will

be eligible for intensive interventions is in fall 2019. An LEA is eligible for intensive intervention if *three or more student groups* meet the criteria listed in Table 14 *for two or more* LCFF state priority areas in **three out of four consecutive years**. (*EC* sections 52072 and 52072.5).

Table 14

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
Pupil Achievement (Priority 4) • *Red* on both English language arts and math tests, **or** • *Red* on English language arts or math test **and** *Orange* on the other test • ***[ELPI Not Available for 2018]***	***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

Examples of How LEAs Are Identified for Differentiated Support

For an LEA to be identified for differentiated support in 2018, at least one student group must meet specific criteria (identified in Table 14) in two or more different LCFF state priority areas, OR at least two local indicators must meet the criteria OR criteria may be met by a combination of student group and local indicator in two or more different priority areas.

Example 1: Diamond Elementary School District

Performance levels achieved by **Hispanic (HI) student group** in all applicable indicators:

LCFF State Priority Area	State/Local Indicators	Performance Level
Priority 4	ELA	Red
Priority 4	Mathematics	Orange
Priority 5	Chronic Absenteeism	Yellow
Priority 6	Suspension	Green
Priorities 1, 2, 3, 6, & 7	Local Indicators	Met

To meet criteria for Priority 4, a student group must have:

- Red on both the ELA and Mathematics tests, or
- Red on the ELA or Mathematics test **and** Orange on the other test.

Diamond Elementary's **HI** student group ***met the criteria for Priority 4*** because it had Red on ELA and Orange on Mathematics.

To meet criteria for Priority 5, a student group must have:

- Red on the Chronic Absenteeism Indicator

Diamond Elementary's **HI** student group ***did not meet the criteria for Priority 5*** because it had Yellow on the Chronic Absenteeism Indicator.

To meet criteria for Priority 6, a student group must have:

- Red on the Suspension Rate Indicator

Diamond Elementary's **HI** student group ***did not meet the criteria for Priority 6*** because it had Green on the Suspension Rate Indicator.

For a Local Indicator to meet criteria in a Priority area, local indicator must have:

- Not Met For Two or More Years

Diamond Elementary did not meet the criteria on any **Local Indicator** as it had a performance level of ***'Met'*** on its local indicators in all applicable priority areas.

Because Diamond Elementary's **HI** student group did not meet the criteria in two or more LCFF State Priority Areas AND the LEA did not meet the criteria on local indicators in two or more priority areas OR meet the criteria through a combination of student group and local indicator in two or more priority areas, Diamond Elementary School District is not eligible for Differentiated Support.

(Note: In the example above and the examples that follow, only one student group is included. For most LEAs, multiple student groups will receive a performance level on the Dashboard and will be included in the analyses for potential identification under LCFF.)

Example 2: Jade Union High School District

Performance levels achieved by **Socioeconomically Disadvantaged (SED) student group** in all applicable indicators:

LCFF State Priority Area	State Indicator	Performance Level (Color)
Priority 4	ELA	Yellow
Priority 4	Mathematics	Orange
Priority 5	Graduation Rate	Red
Priority 6	Suspension Rate	Yellow
Priority 8	CCI	Red
Priority 1, 2, 3, 6, & 7	Local Indicators	Not Met

To meet criteria for Priority 4, a student group must have:

- Red on both the ELA and Mathematics tests, or
- Red on the ELA or Mathematics test **and** Orange on the other test.

Jade Union High's **SED** student group ***did not meet the criteria for Priority 4*** because it had Yellow on ELA and Orange on Mathematics.

To meet criteria for Priority 5, a student group must have:

- Red on the Graduation Rate Indicator

(Chronic Absenteeism Indicator in Priority 5 only applies to LEAs serving students in grades K-8.)

Jade Union High's **SED** student group ***met the criteria for Priority 5*** because it had Red on the Graduation Rate Indicator.

To meet criteria for Priority 6, a student group must have:

- Red on the Suspension Rate Indicator

Jade Union High's **SED** student group ***did not meet the criteria for Priority 6*** because it had Yellow on the Suspension Rate Indicator.

To meet criteria for Priority 8, a student group must have:

- Red on the CCI Indicator

Jade Union High's **SED** student group ***met the criteria for Priority 8*** because it had Red on the CCI Indicator.

For a Local Indicator to meet criteria in a Priority area, local indicator must have:

- Not Met For Two or More Years

Jade Union High School District did not meet the criteria on any **Local Indicator** as it had a performance level of ***'Not Met'*** on its local indicators in all applicable priority areas.

(Note: 'Not Met' means local indicators were 'Not Met' for only one year. To meet the criteria, a local indicator needs to have 'Not Met For Two or More Years.')

Because Jade Union High School District's **SED** student group met the criteria in two or more LCFF State Priority Areas (namely, Priority 5 and Priority 8), this LEA is eligible for Differentiated Support.

Example 3: Crystal Unified School District

Performance levels achieved by **English Learner (EL) student group** in all applicable indicators:

LCFF State Priority Area	State Indicator	Performance Level (Color)
Priority 4	ELA	Orange
Priority 4	Mathematics	Yellow
Priority 5	Chronic Absenteeism	Red
Priority 5	Graduation Rate	Yellow
Priority 6	Suspension Rate	Green
Priority 8	CCI	Orange
Priority 1, 2, 6, & 7	Local Indicators	Met
Priority 3	Local Indicator	Not Met For Two or More Years

To meet criteria for Priority 4, a student group must have:

- Red on both the ELA and Mathematics tests, or
- Red on the ELA or Mathematics test **and** Orange on the other test.

Crystal Unified's **EL** student group ***did not meet the criteria for Priority 4*** because it had Orange on ELA and Yellow on Mathematics.

To meet criteria for Priority 5, a student group must have:

- Red on the Chronic Absenteeism Indicator, or

- Red on the Graduation Rate Indicator

Crystal Unified's **EL** student group ***met the criteria for Priority 5*** because it had Red on the Chronic Absenteeism Indicator.

To meet criteria for Priority 6, a student group must have:

- Red on the Suspension Rate Indicator

Crystal Unified's **EL** student group ***did not meet the criteria for Priority 6*** because it had Green on the Suspension Rate Indicator.

To meet criteria for Priority 8, a student group must have:

- Red on the CCI Indicator

Crystal Unified's **EL** student group ***did not meet the criteria for Priority 8*** because it had Orange on the CCI Indicator.

For a Local Indicator to meet criteria in a Priority area, local indicator must have:

- Not Met For Two or More Years

Crystal Unified School District met the criteria on the **Local Indicator** in Priority 3 (Parent Engagement) because its performance level for this local indicator was 'Not Met For Two or More Years.'

Because Crystal Unified School District's **EL** student group met the criteria in Priority 5 (Chronic Absenteeism) and met the criteria for its **Local Indicator** in Priority 3, this LEA is eligible for Differentiated Support. (Note: If an LEA does not meet a local indicator for two or more years, all students groups are deemed to have not met the local indicator.)

Example 4: Opal County Office of Education (Opal COE)

Performance levels achieved by **African American (AA) student group** in all applicable indicators:

LCFF State Priority Area	State Indicator	Performance Level (Color)
Priority 4	ELA	Orange
Priority 4	Mathematics	Red
Priority 5	Chronic Absenteeism	Red
Priority 5	Graduation Rate	Orange
Priority 6	Suspension Rate	Yellow
Priority 8	CCI	Yellow
Priority 1, 2, 3, 6, 7, 9 & 10	Local Indicators	Met

To meet criteria for Priority 4, a student group must have:

- Red on both the ELA and Mathematics tests, or
- Red on the ELA or Mathematics test **and** Orange on the other test.

Opal COE's **AA** student group ***met the criteria for Priority 4*** because it had Orange on ELA and Red on Mathematics.

To meet criteria for Priority 5, a student group must have:

- Red on the Chronic Absenteeism Indicator, or
- Red on the Graduation Rate Indicator

Opal COE's **AA** student group ***met the criteria for Priority 5*** because it had Red on the Chronic Absenteeism Indicator.

To meet criteria for Priority 6, a student group must have:

- Red on the Suspension Rate Indicator

Opal COE's **AA** student group ***did not meet the criteria for Priority 6*** because it had Yellow on the Suspension Rate Indicator.

To meet criteria for Priority 8, a student group must have:

- Red on the CCI Indicator

Opal COE's **AA** student group ***did not meet the criteria for Priority 8*** because it had Yellow on the CCI Indicator.

For a Local Indicator to meet criteria in a Priority area, local indicator must have:

- Not Met For Two or More Years

Opal COE did not meet the criteria on any **Local Indicator** as it had a performance level of 'Met' on its local indicators in all applicable priority areas.

Because Opal COE's **AA** student group met the criteria in two or more LCFF State Priority Areas (namely, Priority 4 and Priority 5), this LEA is eligible for Differentiated Support.

Resources

For information on support and resources available for LEAs, please visit the following CDE web pages:

- California's System of Support: https://www.cde.ca.gov/sp/sw/t1/csss.asp
- Quality Schooling Framework: https://www.cde.ca.gov/qs/

Identification of Schools for Comprehensive Support and Improvement

In accordance with the ESSA, schools are eligible for **Comprehensive Support and Improvement (CSI)** when they are identified in one of the following two categories:

1. The 'CSI–Low Graduation Rate Schools' category, for 2018, consists of schools that have a two–year average high school graduation rate below 67 percent. This graduation rate criteria applies to both Title I–funded schools and schools that did not receive Title I funds. In addition, schools must have graduation rate data for both 2017 and 2018 to be eligible for identification in this category.

2. The 'CSI–Lowest Performing Schools' category, for 2018, consists of schools that received Title I funding for the 2017–18 school year and are the lowest performing based on the 2018 Dashboard data. At least five percent of the Title I–funded schools must be identified in this category.

School identification categories are hierarchical. Schools can only be identified in one category for any given school year. The first identification group is 'CSI–Low Graduation Rate Schools.' Schools identified for CSI based on graduation rate that happened to be Title I–funded are removed from the pool prior to the identification of Title I–funded schools in the 'CSI–Lowest Performing Schools' category. In future years, schools that meet exit criteria will be determined on an annual basis.

Because Dashboard Alternative School Status (DASS) schools are included in the 2018 Dashboard, the same school identification criteria under ESSA will apply to DASS schools as will apply to non-DASS schools.

Schools with Graduation Rate Below 67 Percent (CSI–Low Graduation Rate Schools)

For 2018, any school with a school level graduation rate less than 67 percent **averaged over two years** will be identified for CSI. Schools must have a graduation rate in both 2017 and 2018 to be eligible for identification in this second group. Schools are eligible for this category regardless of their Title I funding status. [Note: 'CSI–Low Graduation Rate Schools' will be identified based on a three–year average graduation rate in the future.]

Lowest-performing Title I Schools (CSI–Lowest Performing Schools)

After schools identified for 'CSI–Low Graduation Rate' are removed from the pool of Title I–funded schools, schools that meet the criteria for 'CSI–Lowest Performing Schools' are identified next. The lowest-performing Title I schools—as required by ESSA—will be identified based on the data in the **2018 Dashboard**, using the color combinations that schools receive at the school level (i.e., not student group level) on the Dashboard

indicators. The selection criteria are:

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

Examples of How Schools Are Identified for CSI

For a school to be identified for CSI, the school must either have a two–year average high school graduation rate below 67 percent, regardless of the Title I funding status of the school or have received Title I funds for the 2017–18 school year and meet the criteria for lowest performing schools.

Example 1: Ruby Union High School

Ruby Union High School did ***not*** receive Title I funds for the 2017–18 school year.

High School Graduation Rates for 2017 and 2018:

Year	**Graduation Rate**
2018	65.4
2017	59.8
Two–year Average	62.6

Although Ruby Union High School did not receive Title I funds for the 2017–18 school year, it was eligible for CSI identification based on its two–year average graduation rate of 62.6 percent. Because Ruby Union High School had a graduation rate in both 2017 and 2018 and met the criteria of having a two–year average graduation rate below 67 percent, this school is identified as a 'CSI–Low Graduation Rate School.'

Example 2: Amethyst Elementary School

Amethyst Elementary School received Title I funds for the 2017–18 school year.

Performance levels achieved in all applicable indicators on 2018 Dashboard:

State Indicators	**Performance Level**
ELA	Red
Mathematics	Orange
Chronic Absenteeism	Orange
Suspension	Orange

Because Amethyst Elementary received all red and orange on its 2018 Dashboard indicators at the school level, this school is identified in the 'CSI–Lowest Performing Schools' category.

Example 3: Jasper Middle School

Jasper Middle School received Title I funds for the 2017–18 school year.

Performance levels achieved in all applicable indicators on 2018 Dashboard:

State Indicators	Performance Level
ELA	Red
Mathematics	Red
Chronic Absenteeism	Orange
Suspension	Yellow

Because Jasper Middle School received a yellow in addition to the orange on the 2018 Dashboard, this school does not meet the criteria for identification as a CSI school.

Example 4: Emerald High School

Emerald High School received Title I funds for the 2017–18 school year.

Performance levels achieved in all applicable indicators on 2018 Dashboard:

State Indicators	Performance Level
ELA	Red
Mathematics	Red
Graduation Rate	Red
Suspension	Yellow
CCI	Orange

High School Graduation Rates for 2017 and 2018:

Year	Graduation Rate
2018	55.7
2017	49.9
Two–year Average	52.8

Emerald High School is a DASS school. As mentioned earlier, the same criteria for school identification under ESSA apply to DASS schools as to non-DASS schools.

Although Emerald High School did receive Title I funds for the 2017–18 school year and met the criteria of having five or more indicators with the majority being red on the 2018 Dashboard, this school is identified as a ‘CSI–Low Graduation Rate School’ based on having a two–year average graduation below 67 percent. Because schools can only be identified in one category, in the hierarchy of identification for CSI, schools are identified for the ‘CSI–Low Graduation Rate Schools’ category first, followed by the ‘CSI–Lowest Performing Schools’ category.

Identification of Schools for Targeted Support

In accordance with California's ESSA State Plan, schools that are not identified for CSI, are eligible for Targeted Support and Improvement (TSI) if they have one or more student group(s) that for two consecutive years (based on the 2017 Dashboard and 2018 Dashboard) meet(s) the same criteria as applied in the identification of the 'CSI–Lowest Performing Schools.' Schools that received Title I funds and schools that did not receive Title I funds are both eligible for Targeted Support. TSI identification occurs annually. Because DASS schools did not receive a 2017 Dashboard, they will not be identified for TSI for this year.

The criteria used to identify schools for TSI and the criteria used to identify schools for Additional Targeted Support and Improvement (ATSI) are identical. Because California's ESSA State Plan requires schools to be identified in the ATSI category for the 2018–19 school year, all schools that met the criteria for TSI are moved into the ATSI category. School identification for ATSI occurs on a three–year cycle.

Schools not identified for CSI that have one or more student group(s) that meet(s) any of the following criteria based on the 2017 Dashboard and 2018 Dashboard will be identified in the ATSI category for the 2018–19 school year:

- All red indicators (student group must have at least two indicators);
- All red but one indicator of any other color;
- All red and orange indicators; and
- Five or more indicators where the majority are red.

A student group may meet the criteria based on a different color combination from one year to the next, but the same student group must meet the criteria in both years. In future years, schools that meet exit criteria will be determined on an annual basis.

Examples of How Schools Are Identified for Targeted Support

Because the identification criteria for TSI and ATSI are identical and, for the 2018–19 school year, all schools identified for targeted support will be assigned to the ATSI category, the examples that follow will refer to ATSI. In addition, while schools may be identified based on more than one student group meeting the criteria, the examples give information on a single student group.

Example 1: Onyx High School

Performance levels achieved by **Multiple Races (MR) student group** in all applicable indicators:

State Indicators	2017 Dashboard	2018 Dashboard
ELA	Orange	Red
Mathematics	Red	Red
Graduation Rate	Orange	Red
Suspension	Yellow	Orange
CCI	Orange	Orange

Onyx High School was not identified for ATSI for the 2018–19 school year based on its Multiple Races student group. Although this student group met the criteria of 'all red and orange indicators' based on the 2018 Dashboard, it failed to meet the criteria based on the 2017 Dashboard when it had a Yellow indicator in addition to Red and Orange.

Example 2: Agate Middle School

Performance levels achieved by **English Learner (EL) student group** in all applicable indicators:

State Indicators	2017 Dashboard	2018 Dashboard
ELA	Red	Red
Mathematics	Red	Red
ELPI	Red	n/a
Chronic Absenteeism	n/a	Orange
Suspension	Yellow	Orange

Agate Middle School was identified for ATSI based on its EL student group that met the criteria of 'all red but one indicator of any other color' based on the 2017 Dashboard and the criteria of 'all red and orange indicators' based on the 2018 Dashboard. The indicators are not required to be the same for both years. [Note: Because only one year of data is available for the English Language Proficiency Assessments for California (ELPAC), ELPI is not an available indicator on the 2018 Dashboard. While ELPI is an indicator on the 2017 Dashboard, the only student group applicable for the ELPI is the EL student group. Chronic Absenteeism is a new indicator on the 2018 Dashboard.]

Example 3: Aquamarine K–12 Charter School

Performance levels achieved by **Students with Disabilities (SWD) student group** in all applicable indicators:

State Indicators	2017 Dashboard	2018 Dashboard
ELA	Orange	Red
Mathematics	Red	Red
Graduation Rate	Red	Red
Chronic Absenteeism	n/a	Orange
Suspension	Yellow	Orange
CCI	Red	Orange

Aquamarine K–12 Charter School was identified for ATSI for the 2018–19 school year based on its SWD student group. The school's SWD student group met the criteria of 'five or more indicators where the majority are red' based on the 2017 Dashboard and the criteria of 'all red and orange indicators' based on the 2018 Dashboard.

Appendix A

Distributions, Cut Scores, and Five-by-Five Color Tables

This section contains the statewide distributions used to set the cut scores approved by the State Board of Education (SBE), including the five-by-five color tables that identify the 25 performance levels (or colors) for each state indicator.

Academic Performance

English Language Arts/Literacy – Grades Three through Eight

(Applied to K–8 and K–12 Schools, Unified School Districts, and Student Groups)

Status is the current average Distance from Standard (DFS). Table A displays the cut scores for each Status level approved by the SBE in as approved at the November 2017 State Board of Education (SBE) meeting.

Table A

Status Level	Status Cut Score
Very Low	Average DFS is -70.1 or lower.
Low	Average DFS is -5.1 to -70 points.
Medium	Average DFS is -5 to +9.9 points.
High	Average DFS is 10 to 44.9 points.
Very High	Average DFS is 45 points or higher.

Academic Indicator—ELA Grades Three through Eight (Cont.)

Table B displays the "Status" cut scores based on the statewide LEA-level distribution.

Table B

Percentile	ELA Average DFS	Status Levels
5	-72.61	Very Low
5.8	-70.00	Low
10	-59.30	Low
15	-51.07	Low
20	-44.74	Low
25	-39.50	Low
30	-34.20	Low
35	-29.20	Low
40	-24.14	Low
45	-19.70	Low
50	-15.60	Low
55	-10.80	Low
60	-5.70	Low
61.1	-5.00	Medium
65	.27	Medium
70	7.60	Medium
71.7	10.00	High
75	14.08	High
80	22.52	High
85	31.07	High
90	42.91	High
90.5	45.00	Very High
95	60.07	Very High

Appendix A

Academic Indicator—ELA Grades Three through Eight (Cont.)

Change is the difference between the current Status and the prior year Status. Table C displays the cut scores for each Change level as approved at the November 2017 SBE meeting.

Table C

Change Level	Change Cut Score
Declined Significantly	Average DFS declined by more than 15 points.
Declined	Average DFS declined by 3 to 15 points.
Maintained	Average DFS declined by less than 3 points or increased by less than 3 points.
Increased	Average DFS increased by 3 to less than 15 points.
Increased Significantly	Average DFS increased by 15 or more points.

Table D displays the "Change" cut scores based on the statewide LEA-level distribution.

Table D

Percentile	ELA Change from Prior Year to Current Year	Change Level
5	-20.99	Declined Significantly
10	-15.00	Declined
15	-11.50	Declined
20	-9.40	Declined
25	-7.30	Declined
30	-5.70	Declined
35	-4.60	Declined
40	-3.30	Declined
43.8	-3.0	Declined
45	-2.20	Maintained
50	-1.20	Maintained
55	-.20	Maintained
60	.90	Maintained
65	2.40	Increased
65.6	3.0	Increased
70	3.64	Increased
75	5.30	Increased
80	7.00	Increased
85	9.37	Increased
90	13.68	Increased
90.8	15.00	Increased Significantly
95	20.30	Increased Significantly

Appendix A

Academic Indicator—ELA Grades Three through Eight (Cont.)

Five-by-Five Color Table and Performance Levels for K-8 and K-12 Schools, Elementary and Unified School Districts, and Student Groups

Table E identifies the "Status" and "Change" cut scores presented earlier. It also reflects the performance levels (or colors) that LEAs and schools would earn based on their "Status" and "Change" results. This five-by-five colored table reflects the new color layouts approved at the November 2017 SBE meeting.

Table E

District ELA Academic Indicator – Distance from Standard

Performance Level	**Declined Significantly** from Prior Year (by more than 15 points)	**Declined** from Prior Year (by 3 to 15 points)	**Maintained** from Prior Year (declined by less than 3 points or increased by less than 3 points)	**Increased** from Prior Year (by 3 to less than 15 points)	**Increased Significantly** from Prior Year (by 15 points or more)
Very High 45 points or higher in Current Year	**Green**	**Green**	**Blue**	**Blue**	**Blue**
High 10 to 44.9 points in Current Year	**Green**	**Green**	**Green**	**Green**	**Blue**
Medium -5 points to +9.9 points in Current Year	**Yellow**	**Yellow**	**Yellow**	**Green**	**Green**
Low -5.1 to -70 points in Current Year	**Orange**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very Low -70.1 points or lower in Current Year	**Red**	**Red**	**Red**	**Orange**	**Orange**

Appendix A

Mathematics – Grades Three through Eight

(Applied to K–8 and K–12 Schools, Unified School Districts, and Student Groups)

Status is the current average DFS. Table F displays the cut scores for each Status level as approved at the November 2017 SBE meeting.

Table F

Status Level	Status Cut Score
Very Low	Average DFS is -95.1 points or lower.
Low	Average DFS is -25.1 to -95 points.
Medium	Average DFS is -25 to less than zero.
High	Average DFS is zero to 34.9 points.
Very High	Average DFS is 35 points or higher.

Table G displays the "Status" cut scores based on the statewide LEA-level distribution.

Table G

Percentile	Mathematics Average DFS	Status Levels
5	-99.2	Very Low
6	-95.0	Low
10	-83.60	Low
15	-75.8	Low
20	-70.10	Low
25	-63.9	Low
30	-57.6	Low
35	-52.00	Low
40	-46.1	Low
45	-41.1	Low
50	-36.3	Low
55	-31.0	Low
60	-25.2	Low
60.6	-25.0	Medium
65	-18.4	Medium
70	-10.5	Medium
75	-4.0	Medium
78	0.0	High
80	3.5	High
85	13.8	High
90	28.6	High
91.9	35.0	Very High
95	46.4	Very High

Appendix A

Academic Indicator—Mathematics Grades Three through Eight (Cont.)

Change is the difference between the current Status and the prior year Status. Table H displays the cut scores for each Change level as approved at the November 2017 SBE meeting.

Table H

Change Level	Change Cut Score
Declined Significantly	Average DFS declined by more than 15 points.
Declined	Average DFS declined by 3 to 15 points.
Maintained	Average DFS declined by less than 3 points or increased by less than 3 points.
Increased	Average DFS increased by 3 to less than 15 points.
Increased Significantly	Average DFS increased by 15 or more points.

Table I displays the “Change” cut scores based on the statewide LEA-level distribution.

Table I

Percentile	Math Change from Prior Year to Current Year	Math Change Levels
5	-19.91	Declined Significantly
9.7	-15.00	Declined
10	-13.94	Declined
15	-10.41	Declined
20	-8.20	Declined
25	-6.35	Declined
30	-4.50	Declined
35	-3.39	Declined
39	-3.00	Declined
40	-2.20	Maintained
45	-1.20	Maintained
50	-0.10	Maintained
55	0.90	Maintained
60	1.90	Maintained
62.1	3.00	Increased
65	3.10	Increased
70	4.50	Increased
75	5.90	Increased
80	7.98	Increased
85	10.00	Increased
90	13.40	Increased
90.8	15.00	Increased Significantly
95	20.24	Increased Significantly

Appendix A

Academic Indicator—Mathematics Grades Three through Eight (Cont.)

Five-by-Five Color Tables and Performance Levels for K–8 and K–12 Schools, Unified School Districts, and Student Groups

Table J identifies the "Status" and "Change" cut scores presented earlier. It also reflects the performance levels (or colors) that LEAs and schools would earn based on their "Status" and "Change" results. This five-by-five colored table reflects the new color layout approved at the November 2017 SBE meeting.

Table J

District Math Academic Indicator – Distance from Standard

Performance Levels	**Declined Significantly** from Prior Year (by more than 15 points)	**Declined** from Prior Year (by 3 to 15 points)	**Maintained** from Prior Year (declined by less than 3 points or increased by less than 3 points)	**Increased** from Prior Year (by 3 to less than 15 points)	**Increased Significantly** from Prior Year (by 15 points or more)
Very High 35 points or higher in Current Year	**Green**	**Green**	**Blue**	**Blue**	**Blue**
High 0 to 34.9 points in Current Year	**Green**	**Green**	**Green**	**Green**	**Blue**
Medium -25 points to less than 0 points in Current Year	**Yellow**	**Yellow**	**Yellow**	**Green**	**Green**
Low -25.1 to -95 points in Current Year	**Orange**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very Low -95.1 points or lower in Current Year	**Red**	**Red**	**Red**	**Orange**	**Orange**

Appendix A

ELA – Grade Eleven

(Applied to High Schools Serving Grades 7–12, High School LEAs, and Student Groups)

Status is the current average DFS. Table K displays the cut scores for each Status level as approved at the November 2018 SBE meeting.

Table K:

Status Level	ELA Status Cut Score
Very Low	DFS is -45.1 points or lower
Low	DFS is -0.1 to -45 points
Medium	DFS is 0 to 29.9 points
High	DFS is 30 points to 74.9 points
Very High	DFS is 75 points or higher

Table L displays the "Status" cut scores based on the statewide LEA-level distribution.

Table L:

Percentile	ELA Average DFS	Status Levels
5	-85.5	Very Low
10	-65.7	Very Low
14.1	-45	Low
15	-41.6	Low
20	-30.3	Low
25	-21.3	Low
30	-14.2	Low
35	-9.3	Low
40	-0.5	Low
40.5	0.0	Medium
45	5.3	Medium
50	12.7	Medium
55	15.9	Medium
60	21.6	Medium
63.7	30	High
65	31.8	High
70	38	High
75	49.6	High
80	54.6	High
85	63.1	High
88.9	75	Very High
90	76	Very High
95	91.4	Very High

Appendix A

Academic Indicator—ELA Grade Eleven (Cont.)

Change is the difference between the current Status and the prior year Status. Table M displays the cut scores for each Change level as approved at the November 2018 SBE meeting.

Table M:

Change Level	Change Cut Score
Declined Significantly	Declined by 15.1 points or more
Declined	Declined by 3.0 points to 15 points
Maintained	Declined by 2.9 points or increased by 2.9 points
Increased	Increased by 3 points to 14.9 points
Increased Significantly	Increased by 15 points or more

Table N displays the “Change” cut scores based on the statewide LEA-level distribution.

Table N:

Percentile	ELA Change from Prior Year to Current Year	ELA Change Levels
5	-46.3	Declined Significantly
10	-36.3	Declined Significantly
15	-30.4	Declined Significantly
20	-27.2	Declined Significantly
25	-23.4	Declined Significantly
30	-19.4	Declined Significantly
35	-16.7	Declined Significantly
39.9	-15.0	Declined
40	-14.9	Declined
45	-12.8	Declined
50	-10.7	Declined
55	-8.1	Declined
60	-6	Declined
65	-4.2	Declined
70	-3.1	Declined
70.6	-3	Declined
75	-0.4	Maintained
80	2.2	Maintained
81.7	3.0	Increased
85	7.3	Increased
90	12.2	Increased
92.4	15	Increased Significantly
95	18.2	Increased Significantly

Appendix A

Academic Indicator—ELA Grade Eleven (Cont.)

Five-by-Five Color Tables and Performance Levels for High Schools Serving Grades 7–12, High School LEAs, and Student Groups

Table O identifies the Status and Change cut scores, including the performance levels (or colors) This five-by-five colored table reflects the color layout approved at the November 2018 SBE meeting.

Table O:

District ELA Grade 11 Academic Indicator – Distance from Standard

Performance Level	Declined Significantly from Prior Year (by more than 15.1 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined or increased by 2.9 points or less)	Increased from Prior Year (by 3 to less than 14.9 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +75 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High +30 to +74.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -0.9 point to +29.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -1 to -45 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -45.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

Appendix A

Mathematics – Grade Eleven

(Applied to High Schools Serving Grades 7–12, High School LEAs, and Student Groups)

Status is the current average DFS. Table P displays the cut scores for each Status level as approved at the November 2018 SBE meeting.

Table P:

Status Level	Grade 11 - Math Status Cut Score
Very Low	DFS is -115.1 points or lower
Low	DFS is -60.1 to -115 points
Medium	DFS is -0.1 to -60 points
High	DFS is 0 points to 24.9 points
Very High	DFS is 25 points or higher

Table Q displays the "Status" cut scores based on the statewide LEA-level distribution.

Table Q:

Percentile	Mathematics Average DFS	Status Levels
5	-180.8	Very Low
10	-148.6	Very Low
15	-134.6	Very Low
20	-125.8	Very Low
23.8	-115.0	Low
25	-110	Low
30	-100.7	Low
35	-93.3	Low
40	-83.3	Low
45	-72.7	Low
50	-67.35	Low
55	-64.1	Low
58.2	-60.0	Medium
60	-56.6	Medium
65	-50.4	Medium
70	-40.6	Medium
75	-27	Medium
80	-17.6	Medium
85	-7.2	Medium
86.8	0	High
90	14.0	High
93.6	25.0	Very High
95	44.0	Very High

Appendix A

Academic Indicator—Mathematics Grade Eleven (Cont.)

Change is the difference between the current Status and the prior year Status. Table R displays the cut scores for each Change level as approved at the November 2018 SBE meeting.

Table R:

Change Level	Math - Change Cut Score
Declined Significantly	Declined 15.1 points or more
Declined	Declined 3 points to 15 points
Maintained	Declined by 2.9 or increased by 2.9 points
Increased	Increased by 3 points to 14.9 points
Increased Significantly	Increased by 15 or more points

Table S displays the “Change” cut scores based on the statewide LEA-level distribution.

Table S:

Percentile	Math Change from Prior Year to Current Year	Math Change Levels
5	-31.4	Declined Significantly
10	-26.5	Declined Significantly
15	-23.1	Declined Significantly
19.2	-20.0	Declined Significantly
20	-19.4	Declined Significantly
25.4	-15.0	Declined
25	-15.3	Declined
30	-12.3	Declined
35	-10.8	Declined
40	-8.4	Declined
45	-6.9	Declined
50	-4.1	Declined
52.9	-3.0	Declined
55	-2.4	Maintained
60	-0.9	Maintained
65	0.6	Maintained
70	2.3	Maintained
70.7	3.0	Increased
75	4.4	Increased
80	7.5	Increased
85	11.0	Increased
89.9	15	Increased Significantly
90	15.6	Increased Significantly
95	25.5	Increased Significantly

Appendix A

Academic Indicator—Mathematics Grade Eleven (Cont.)

Five-by-Five Color Tables and Performance Levels for High Schools Serving Grades 7–12, High School LEAs, and Student Groups

Table T identifies the Status and Change cut scores, including the performance levels (or colors) This five-by-five colored table reflects the color layout approved at the November 2018 SBE meeting.

Table T:

District Math Grade Eleven Academic Indicator – Distance from Standard

Performance Level	Declined Significantly from Prior Year (by more than 15.1 points)	Declined from Prior Year (by 3 to 15 points)	Maintained from Prior Year (declined or increased by 2.9 points or less)	Increased from Prior Year (by 3 to less than 14.9 points)	Increased Significantly from Prior Year (by 15 points or more)
Very High +25 points or higher in Current Year	Green	Green	Blue	Blue	Blue
High 0 to +24.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -0.1 to -60.0 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -60.1 to -115 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -115.1 points or lower in Current Year	Red	Red	Red	Orange	Orange

Appendix A

College/Career Indicator

Status is based on the percentage of students who met the "Prepared" benchmark on the CCI model. Table U displays the cut scores for each of the "Status" levels, which were approved by the SBE in September 2017.

Table U

Status Level	Status Cut Score
Very Low	Percent of "Prepared" students is less than 10%.
Low	Percent of "Prepared" students is 10% to less than 35%.
Medium	Percent of "Prepared" students is 35% to less than 55%.
High	Percent of "Prepared" students is 55% to less than 70%.
Very High	Percent of "Prepared" students is 70% or greater.

Table V displays the "Status" cut scores based on the statewide LEA-level distribution.

Table V

Percentile	Percent Prepared for College/Career	Status Level
5	2.1	Very Low
10	5.6	Very Low
14.8	10.0	Low
15	10.9	Low
17.3	14.1	Low
20	17.6	Low
25	25.5	Low
30	29.3	Low
35	32.5	Low
40	35.0	Medium
41.8	35.1	Medium
45	37.1	Medium
50	39.8	Medium
55	42.4	Medium
60	45.2	Medium
65	47.8	Medium
70	51.2	Medium
75	54.4	Medium
75.5	55.0	High
80	58.0	High
83.4	61.4	High
85	63.0	High
90	68.3	High
91.4	70.0	Very High

Appendix A

College/Career Indicator (Cont.)

Change is the difference between the current Status and the prior year Status. Table W displays the cut scores for each Change level as approved at the November 2018 SBE meeting.

Table W:

Change Level	Change Cut Score
Declined Significantly	Declined by 9.1% or more
Declined	Declined 2.0% to 9.0%
Maintained	Declined or increased by 1.9%
Increased	Increased by 2.0% to 8.9%
Increased Significantly	Increased 9.0% or more

Table X displays the "Change" cut scores based on the statewide LEA-level distribution.

Table X:

Percentile	Change from Prior Year to Current Year	Change Levels
5	-11.1	Declined Significantly
6.1	-9.0	Declined
10	-6.4	Declined
15	-4.6	Declined
20	-3.1	Declined
25	-2.2	Declined
27	-2.0	Declined
30	-1.3	Maintained
35	-0.6	Maintained
40	0	Maintained
45	0.4	Maintained
50	1.1	Maintained
55	1.5	Maintained
58	2.0	Increased
60	2.3	Increased
65	3.2	Increased
70	4.2	Increased
75	5.2	Increased
80	6.5	Increased
85	8.4	Increased
86.3	9.0	Increased Significantly
90	10.9	Increased Significantly
95	15	Increased Significantly

Appendix A

College/Career Indictor (Cont.)

Five-by-Five Color Tables and Performance Levels for LEAs, Schools, and Student Groups

Table Y reflects the five-by-five colored table was approved by the SBE at its November 2018 meeting.

Table Y:

District College/Career Indicator

Performance Level	Declined Significantly from Prior Year (by 9.1% or more)	Declined from Prior Year (by 2.0% to 9.0%)	Maintained from Prior Year (declined or increased by 1.9% or less)	Increased from Prior Year (by 2.0% to 8.9%)	Increased Significantly from Prior Year (by 9.0% or more)
Very High 70.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 55.0% to 69.9% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 35.0% to less than 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low 10.0% to 34.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 9.9% or lower in Current Year	Red	Red	Red	Orange	Yellow

Appendix A

English Learner Progress Indicator

For the 2018 Dashboard, the CDE will only have one year of English Language Proficiency Assessments for California (ELPAC) Summative results from the spring 2018 test administration. As a result, the CDE will report the percent of EL students in each of ELPAC's four overall performance levels:

- Level 1 – Minimally Developed
- Level 2 – Somewhat Developed
- Level 3 – Moderately Developed
- Level 4 – Well Developed

The CDE will report Status in the 2019 Dashboard, when two years of ELPAC Summative results are available. The CDE will report Change in the 2020 Dashboard, when three years of ELPAC Summative results are available.

Academic Engagement

Chronic Absenteeism

Status is the current chronic absenteeism rate. Table Z displays the cut scores for each Status level as approved at the November 2018 SBE meeting.

Table Z:

Status Level	Status Cut Score
Very Low	Chronic absenteeism rate is 2.5% or less
Low	Chronic absenteeism rate is 2.6% to 5.0%
Medium	Chronic absenteeism rate is 5.1% to 10%
High	Chronic absenteeism rate is 10.1% to 20%
Very High	Chronic absenteeism rate is 20.1% or more

Appendix A

Chronic Absenteeism Indicator (Cont.)

Table AA displays the "Status" cut scores based on the statewide LEA-level distribution.

Table AA:

Percentile	Chronic Absenteeism Rate	Status Levels
5	0.9	Very Low
10	2.5	Very Low
15	3.5	Low
20	4.3	Low
25	5.0	Low
30	5.7	Medium
35	6.2	Medium
40	6.9	Medium
45	7.7	Medium
50	8.4	Medium
55	9.2	Medium
59.4	10.0	Medium
60	10.1	High
65	11.1	High
70	12.2	High
75	13.3	High
80	15.0	High
85	17.4	High
88.9	20.0	High
90	21.3	Very High
95	29.0	Very High

Appendix A

Change is the difference between the current Status and the prior year Status. Table AB displays the cut scores for each Change level as approved at the November 2018 SBE meeting.

Table AB:

Change Level	Change Cut Score
Declined Significantly	Chronic absenteeism rate declined by 3% or more
Declined	Chronic absenteeism rate declined by 0.5% to 2.9%
Maintained	Chronic absenteeism rate declined or increased by 0.4%
Increased	Chronic absenteeism rate increased by 0.5% to 2.9%
Increased Significantly	Chronic absenteeism rate increased by 3% or more

Table AC displays the “Change” cut scores based on the statewide LEA-level distribution.

Table AC:

Percentile	Difference from Prior Year to Current Year	Change Level
5	-5.5	Declined Significantly
10	-3.4	Declined Significantly
11.9	-3.0	Declined Significantly
15	-2.3	Declined
20	-1.6	Declined
25	-1.2	Declined
30	-0.7	Declined
35	-0.5	Declined
40	-0.2	Maintained
45	0.0	Maintained
50	0.1	Maintained
55	0.4	Maintained
59.3	0.5	Increased
60	0.6	Increased
65	0.9	Increased
70	1.2	Increased
75	1.6	Increased
80	2.1	Increased
85	2.8	Increased
86.0	3.0	Increased Significantly
90	4.2	Increased Significantly
95	6.8	Increased Significantly

Appendix A

Chronic Absenteeism Indicator (Cont.)

Five-by-Five Color Tables and Performance Levels for LEAs, Schools, and Student Groups

Table AD reflects the five-by-five colored table was approved by the SBE at its November 2018 meeting.

Table AD

District Chronic Absenteeism Indicator

Performance Level	**Increased Significantly** from Prior Year (by 3.0% or more)	**Increased** from Prior Year (by 0.5% to less than 3.0%)	**Maintained** from Prior Year (declined or increased by less than 0.5%)	**Declined** from Prior Year (by 0.5% to less than 3.0%)	**Declined Significantly** from Prior Year (by 3.0% or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low More than 2.5% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium More than 5.0% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High More than 10.0% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High More than 20.0% in Current Year	Red	Red	Red	Orange	Yellow

Appendix A

Graduation Rate Indicator for All LEAs and Non-DASS Schools

Status is the current four-year cohort graduation rate (i.e., Class of 2018). Because the Every Student Succeeds Act (ESSA) requires states to identify high schools with a graduation rate of less than 67 percent for support, the cut score for the "Very Low" level was set at less than 67 percent. Table AE displays the proposed cut scores for each "Status" level. Please note that the Status cut scores were revised and approved by the SBE at their November 2018 meeting.

Table AE:

Status Level	Status Cut Score
Very Low	Graduation rate is 66.9% or lower
Low	Graduation rate is 67.0% to 79.9%
Medium	Graduation rate is 80.0% to 89.9%
High	Graduation rate is 90.0% 94.9%
Very High	Graduation rate is 95.0% or higher

Table AF displays the "Status" cut scores based on the statewide LEA-level distribution.

Table AF:

Percentile	Graduation Rate	Status Level
5	65.2	Very Low
5.4	67.2	Low
10	78.0	Low
11.5	80.2	Medium
15	83.3	Medium
20	86.5	Medium
25	88.4	Medium
30	89.9	Medium
31	90.1	High
35	90.9	High
40	91.8	High
45	92.6	High
50	93.25	High
55	94.0	High
60	94.6	High
65	95.1	Very High
70	95.7	Very High
75	96.3	Very High
80	96.8	Very High
85	97.5	Very High
90	98.1	Very High
95	99.0	Very High

Appendix A

Graduation Rate Indicator (Cont.)

Change is the difference between the current graduation rate and the prior year graduation rate. Table AG displays the cut scores for each "Change" level approved by the SBE at their September 2016 meeting. (Note that Change cut scores were not revised at the November 2018 SBE meeting.)

Table AG

Change Level	Change Cut Score
Declined Significantly	Graduation rate declined by more than 5%.
Declined	Graduation rate declined by 1% to 5%.
Maintained	Graduation rate declined or increased by less than 0.9%.
Increased	Graduation rate increased by 1% to 4.9%.
Increased Significantly	Graduation rate increased by 5% or more.

Table AH displays the "Change" cut scores based on the statewide LEA-level distribution.

Table AH

Percentile	Graduation Rate Change	Change Level
5	-9.4200	Declined Significantly
10	-6.7400	Declined Significantly
15	-5.3000	Declined Significantly
16.5	-5.0000	Declined
20	-4.4000	Declined
25	-3.6000	Declined
30	-3.0000	Declined
35	-2.4000	Declined
40	-1.9000	Declined
45	-1.6000	Declined
50	-1.2000	Declined
52	-1.0000	Declined
55	-0.7000	Maintained
60	-0.3000	Maintained
65	0.4000	Maintained
69.5	1.0000	Increased
70	1.1000	Increased
75	1.6000	Increased
80	2.5800	Increased
85	3.9000	Increased
89.5	5.0000	Increased Significantly
90	5.3400	Increased Significantly
95	8.3000	Increased Significantly

Appendix A

Graduation Rate Indicator (Cont.)

Five-by-Five Color Table and Performance Levels for LEAs, Comprehensive High Schools, and Student Groups

Table AI identifies the "Status" and "Change" cut scores presented earlier. It also reflects the performance levels (or colors) that LEAs and schools would earn based on their "Status" and "Change" results.

Table AI

Performance Level	**Declined Significantly** from Prior Year (by 5.1% or greater)	**Declined** from Prior Year (by 1.0% to 5.0%)	**Maintained** from Prior Year (declined or increased by less than 1.0%)	**Increased** from Prior Year (by 1.0% to 4.9%)	**Increased Significantly** from Prior Year (by 5.0% or greater)
Very High 95.0% or greater in Current Year	N/A	Blue	Blue	Blue	Blue
High 90.0% to 94.9% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 80.0% to 89.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low 67.0% to 79.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 66.9% or Lower in Current Year	Red	Red	Red	Red	Red

Note:

- **Red Performance Level:** The "Red Performance Level" is different for the Graduation Rate Indicator compared to the other indicators. All LEAs and schools with a graduation rate below 67 percent will be placed in the Red performance level.
- **Blue Performance Level:** Any LEA or school with a graduation rate at or above 95 percent will be categorized in the Blue performance level regardless of their "Change" results. For example, a school with a graduation rate of 98 percent in their prior year and a graduation rate of 96 percent in the current year will be placed in the Blue performance level.

Graduation Rate Indicator for DASS Schools

As noted in the above section, the Status cut scores set for DASS schools also includes the "Very Low" level being set at less than 67 percent because the ESSA requires states to identify high schools with a graduation rate of less than 67 percent for support. The Status and Change cut scores (Tables AJ and AK) were approved by the SBE at their September 2018 meeting. **Status** is the current DASS graduation rate (i.e., Class of 2018). **Change** is the difference between the current graduation rate and the prior year graduation rate.

Table AJ

Status Level	Status Cut Scores
Very Low	Graduation rate is less than 67%
Low	Graduation rate is 67% to less than 70%
Medium	Graduation rate is 70% to less than 80%
High	Graduation rate is 80% to less than 90%
Very High	Graduation rate is 90% or greater

Table AK

Change Level	Change Cut Scores
Declined Significantly	Graduation rate declined by more than 10%
Declined	Graduation rate declined by 3% to 10%
Maintained	Graduation rate declined or increased by less than 3%
Increased	Graduation rate increased by 3% to less than 10%
Increased Significantly	Graduation rate increased by 10% or greater

Appendix A

Graduation Rate Indicator for DASS Schools (Cont.)

Five-by-Five Color Table and Performance Levels for DASS Schools

Table AL identifies the "Status" and "Change" cut scores presented earlier. It also reflects the performance levels (or colors) that LEAs and schools would earn based on their "Status" and "Change" results.

Table AL:

Performance Level	Declined Significantly from Prior Year (by more than 10.0%)	Declined from Prior Year (by 3.0% to 10.0%)	Maintained from Prior Year (declined or increased by less than 3.0%)	Increased from Prior Year (by 3.0% to less than 10.0%)	Increased Significantly from Prior Year (by 10.0% or greater)
Very High 90.0% or greater in Current Year	N/A	Blue	Blue	Blue	Blue
High 80.0% to less than 90.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 70.0% to less than 80.0% in Current Year	Orange	Orange	Yellow	Green	Green
Low 67.0% to less than 70.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67.0% in Current Year	Red	Red	Red	Red	Red

Appendix A

Conditions & Climate

Suspension Rate Indicator

The Suspension Rate Indicator is based on multiple distributions because the suspension data varies widely among local educational agency (LEA) type (elementary, high, and unified) and school type (elementary, middle, and high). There are six different sets of cut points for "Status" and "Change": (1) three sets based on LEA type distributions and (2) three sets based on school type distributions.

LEA-Level Status

"Status" is the current year suspension rate. Table AM displays the cut scores for each "Status" level by LEA type: elementary, high, and unified school districts.

Table AM

Status Level	Elementary School District	High School District	Unified School District
Very Low	Suspension rate is 0.5% or less.	Suspension rate is 1.5% or less.	Suspension rate is 1.0% or less.
Low	Suspension rate is greater than 0.5% to 1.5%.	Suspension rate is greater than 1.5% to 3.5%.	Suspension rate is greater than 1.0% to 2.5%.
Medium	Suspension rate is greater than 1.5% to 3.0%.	Suspension rate is greater than 3.5% to 6.0%.	Suspension rate is greater than 2.5% to 4.5%.
High	Suspension rate is greater than 3.0% to 6.0%.	Suspension rate is greater than 6.0% to 9.0%.	Suspension rate is greater than 4.5% to 8.0%.
Very High	Suspension rate is greater than 6.0%.	Suspension rate is greater than 9.0%.	Suspension rate is greater than 8.0%.

Tables AN through AP display the "Status" cut scores based on the statewide LEA distributions.

Appendix A

Suspension Rate Indicator (Cont.)

Table AN: Elementary School Districts

Percentile	Suspension Rate	Status Level
5	8.8	Very High
10	6.4	Very High
11.2	6.0	High
15	5.4	High
20	4.6	High
25	4.0	High
30	3.5	High
35	3.1	High
36.1	3.0	Medium
40	2.8	Medium
45	2.6	Medium
50	2.1	Medium
55	1.9	Medium
60	1.6	Medium
61	1.5	Low
65	1.3	Low
70	1.1	Low
75	0.7	Low
80	0.5	Very Low
85	0.3	Very Low
90	0.0	Very Low
95	0.0	Very Low

Table AO: High School Districts

Percentile	Suspension Rate	Status Level
5	12.0	Very High
10	11.3	Very High
15	9.5	Very High
16	9.0	High
20	8.6	High
25	7.9	High
30	7.4	High
35	7.0	High
40	6.6	High
44	6.0	Medium
45	5.9	Medium
50	5.6	Medium
55	5.2	Medium
60	4.7	Medium
65	4.6	Medium
70	4.2	Medium
75	3.7	Medium
80	3.5	Low
85	2.6	Low
90	1.8	Low
93.3	1.5	Very Low
95	1.4	Very Low

Appendix A

Suspension Rate Indicator (Cont.)

Table AP: Unified School Districts

Percentile	Suspension Rate	Status Level
5	9.5	Very High
10	8.2	Very High
10.4	8.0	High
15	7.2	High
20	6.5	High
25	5.9	High
30	5.6	High
35	5.1	High
40	4.7	High
42	4.5	Medium
45	4.3	Medium
50	4.0	Medium
55	3.7	Medium
60	3.3	Medium
65	3.0	Medium
70	2.8	Medium
73.1	2.5	Low
75	2.4	Low
80	2.2	Low
85	1.8	Low
90	1.4	Low
92.8	1.0	Very Low
95	0.9	Very Low

Appendix A

Suspension Rate Indicator (Cont.)

LEA-Level Change

"Change" is the difference between the current year suspension rate and the prior year suspension rate. Table AQ displays the proposed cut scores for each "Change" level by LEA type.

Table AQ

Change Level	Elementary School District	High School District	Unified School District
Declined Significantly	Suspension rate declined by 2% or greater.	Suspension rate declined by 3% or greater.	Suspension rate declined by 2% or greater.
Declined	Suspension rate declined by 0.3% to less than 2%.	Suspension rate declined by 0.5% to less than 3%.	Suspension rate declined by 0.3% to less than 2%
Maintained	Suspension rate declined or increased by less than 0.3%.	Suspension rate declined or increased by less than 0.5%.	Suspension rate declined or increased by less than 0.3%.
Increased	Suspension rate increased by 0.3% to 2%.	Suspension rate increased by 0.5% to 3%.	Suspension rate increased by 0.3% to 2%.
Increased Significantly	Suspension rate increased by greater than 2%.	Suspension rate increased by greater than 3%.	Suspension rate increased by greater than 2%.

Appendix A

Suspension Rate Indicator (Cont.)

Tables AR through AT displays the "Change" cut scores based on the statewide LEA type.

Table AR: Elementary School Districts (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
5	2.3	Increased Significantly
6.7	2.0	Increased
10	0.9	Increased
15	0.6	Increased
20	0.3	Increased
25	0.2	Maintained
30	0.1	Maintained
35	0.0	Maintained
40	0.0	Maintained
45	-0.1	Maintained
50	-0.2	Maintained
55	-0.3	Declined
60	-0.4	Declined
65	-0.5	Declined
70	-0.8	Declined
75	-0.9	Declined
80	-1.1	Declined
85	-1.5	Declined
90	-2.0	Declined Significantly
95	-3.2	Declined Significantly

Table AS: High School Districts (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
5	4.2	Increased Significantly
5.3	3.0	Increased
10	0.9	Increased
15	0.6	Increased
16	0.5	Increased
20	0.3	Maintained
25	0.1	Maintained
30	-0.1	Maintained
35	-0.1	Maintained
40	-0.2	Maintained
45	-0.5	Maintained
50	-0.7	Maintained
55	-0.8	Maintained
60	-1.0	Maintained
65	-1.2	Maintained
70	-1.4	Declined
75	-1.6	Declined
80	-1.9	Declined
85	-2.3	Declined
90	-2.6	Declined
92	-3.0	Declined Significantly
95	-4.6	Declined Significantly

Appendix A

Suspension Rate Indicator (Cont.)

Table AT: Unified School Districts (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
3	2.1	Increased Significantly
3.6	2.0	Increased
5	1.4	Increased
10	0.9	Increased
15	0.5	Increased
20	0.3	Increased
25	0.1	Maintained
30	0.0	Maintained
35	-0.2	Maintained
40	-0.2	Maintained
40.2	-0.3	Declined
45	-0.4	Declined
50	-0.5	Declined
55	-0.6	Declined
60	-0.9	Declined
65	-1.0	Declined
70	-1.2	Declined
75	-1.3	Declined
80	-1.7	Declined
83.7	-2.0	Declined Significantly
85	-2.1	Declined Significantly
90	-2.5	Declined Significantly
95	-3.2	Declined Significantly

Appendix A

Suspension Rate Indicator (Cont.)

School-Level Status

"Status" at the school-level uses the current year suspension rate. Table AU displays the cut scores for each "Status" level by school type (i.e., elementary, middle, and high schools). Note that for K-12 schools, the *unified school district* Status cut scores, Change cut scores, and five-by-five tables will be applied.

Table AU

Status Level	Elementary School	Middle School	High School
Very Low	Suspension rate is 0.5% or less.	Suspension rate is 0.5% or less.	Suspension rate is 0.5% or less.
Low	Suspension rate is greater than 0.5% to 1.0%.	Suspension rate is greater than 0.5% to 2%.	Suspension rate is greater than 0.5% to 1.5%.
Medium	Suspension rate is greater than 1% to 3%.	Suspension rate is greater than 2% to 8%.	Suspension rate is greater than 1.5% to 6%.
High	Suspension rate is greater than 3% to 6%.	Suspension rate is greater than 8% to 12%.	Suspension rate is greater than 6% to 10%.
Very High	Suspension rate is greater than 6%.	Suspension rate is greater than 12%.	Suspension rate is greater than 10%.

Tables AV through AX display the "Status" cut scores based on the statewide distributions for elementary, middle, and high schools.

Appendix A

Table AV: Elementary Schools

Percentile	Suspension Rate	Status Level
5	6.7	Very High
6	6.0	High
10	4.7	High
15	3.7	High
20	3.0	Medium
25	2.4	Medium
30	2.0	Medium
35	1.7	Medium
40	1.4	Medium
45	1.2	Medium
50	1.0	Low
55	0.8	Low
60	0.7	Low
65	0.5	Very Low
70	0.4	Very Low
75	0.2	Very Low
80	0.2	Very Low
85	0.0	Very Low
90	0.0	Very Low
95	0.0	Very Low

Table AW: Middle Schools

Percentile	Suspension Rate	Status Level
5	18.3	Very High
10	14.3	Very High
15	12.1	Very High
15.1	12.0	High
20	10.7	High
25	9.5	High
30	8.6	High
32.9	8.0	Medium
35	7.6	Medium
40	6.9	Medium
45	6.1	Medium
50	5.5	Medium
55	4.8	Medium
60	4.3	Medium
65	3.7	Medium
70	3.1	Medium
75	2.6	Medium
80	2.0	Low
85	1.5	Low
90	0.9	Low
93.3	0.5	Very Low
95	0.3	Very Low

Table AX: High Schools

Percentile	Suspension Rate	Status Level
5	14.1	Very High
10	10.6	Very High
11.2	10.0	High
15	8.7	High
20	7.3	High
25	6.5	High
27.8	6.0	Medium
30	5.7	Medium
35	5.0	Medium
40	4.4	Medium
45	3.8	Medium
50	3.3	Medium
55	2.8	Medium

Percentile	Suspension Rate	Status Level
60	2.4	Medium
65	1.9	Medium
68.4	1.5	Low
70	1.4	Low
75	0.9	Low
80	0.5	Very Low
85	0.1	Very Low
90	0.0	Very Low
95	0.0	Very Low

Appendix A

Suspension Rate Indicator (Cont.)

School-Level Change

"Change" at the school-level is the difference between the current year suspension rate and the prior year suspension rate. Table AY displays the cut scores for each "Change" level by school type. Note that for K-12 schools, the *unified school district* Status cut scores, Change cut scores, and five-by-five tables will be applied.

Table AY

Change Level	Elementary School	Middle School	High School
Declined Significantly	Suspension rate declined by 1% or greater.	Suspension rate declined by 3% or greater.	Suspension rate declined by 2% or greater.
Declined	Suspension rate declined by 0.3% to less than 1%.	Suspension rate declined by 0.3% to less than 3%.	Suspension rate declined by 0.3% to less than 2%.
Maintained	Suspension rate declined or increased by less than 0.3%.	Suspension rate declined or increased by less than 0.3%.	Suspension rate declined or increased by less than 0.3%.
Increased	Suspension rate increased by 0.3% to 2%.	Suspension rate increased by 0.3% to 4%.	Suspension rate increased by 0.3% to 3%.
Increased Significantly	Suspension rate increased by greater than 2%.	Suspension rate increased by greater than 4%.	Suspension rate increased by greater than 3%.

Appendix A

Suspension Rate Indicator (Cont.)

Tables AZ through BB display the "Change" cut scores based on the statewide distributions for elementary, middle, and high schools.

Table AZ: Elementary Schools (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
4	2.3	Increased Significantly
5	2.0	Increased
10	1.2	Increased
15	0.7	Increased
20	0.5	Increased
25	0.3	Increased
30	0.2	Maintained
35	0.0	Maintained
40	0.0	Maintained
45	0.0	Maintained
50	-0.1	Maintained
55	-0.2	Maintained
60	-0.3	Declined
65	-0.5	Declined
70	-0.6	Declined
75	-0.8	Declined
76.9	-1.0	Declined Significantly
80	-1.1	Declined Significantly
85	-1.5	Declined Significantly
90	-2.1	Declined Significantly
95	-3.0	Declined Significantly

Table BA: Middle Schools (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
5	4.2	Increased Significantly
5.5	4.0	Increased
10	2.3	Increased
15	1.5	Increased
20	0.9	Increased
25	0.5	Increased
26.8	0.3	Increased
30	0.1	Maintained
35	0.0	Maintained
40	-0.2	Maintained
40.4	-0.3	Declined
45	-0.5	Declined
50	-0.8	Declined
55	-1.0	Declined
60	-1.3	Declined
65	-1.7	Declined
70	-2.2	Declined
75	-2.7	Declined
77.6	-3.0	Declined Significantly
80	-3.2	Declined Significantly
85	-4.3	Declined Significantly
90	-5.2	Declined Significantly
95	-7.6	Declined Significantly

Suspension Rate Indicator (Cont.)

Appendix A

Table BB: High Schools (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
5	4.2900	Increased Significantly
6.7	3.0000	Increased
10	2.0000	Increased
15	1.2000	Increased
20	0.6600	Increased
25	0.4000	Increased
25.7	0.3000	Increased
30	0.2000	Maintained
35	0.0000	Maintained
40	0.0000	Maintained
45	0.0000	Maintained
50	-0.2000	Maintained
51	-0.3000	Declined
55	-0.4000	Declined
60	-0.6000	Declined
65	-0.9000	Declined
70	-1.2000	Declined
75	-1.5000	Declined
80	-1.9000	Declined
80.6	-2.0000	Declined Significantly
85	-2.5000	Declined Significantly
90	-3.4000	Declined Significantly
95	-5.3900	Declined Significantly

Suspension Rate Indicator (Cont.) **Appendix A**

Five-by-Five Color Tables and Performance Levels for LEAs, Schools, and Student Groups

Tables BC through BH identifies the "Status" and "Change" cut scores presented earlier based on district and school types. It also reflects the performance levels (or colors) that LEAs and schools would earn based on their "Status" and "Change" results.

Table BC: Suspension Indicator (Elementary District)

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 2.0%)	Declined Significantly (from Prior Year by 2.0% or greater)
Very Low 0.5% or less in Current Year	**N/A**	**Green**	**Blue**	**Blue**	**Blue**
Low Greater than 0.5% to 1.5% in Current Year	**N/A**	**Yellow**	**Green**	**Green**	**Blue**
Medium Greater than 1.5% to 3.0% in Current Year	**Orange**	**Orange**	**Yellow**	**Green**	**Green**
High Greater than 3.0% to 6.0% in Current Year	**Red**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very High Greater than 6.0% in Current Year	**Red**	**Red**	**Red**	**Orange**	**Yellow**

Suspension Rate Indicator (Cont.) Appendix A

Table BD: Suspension Indicator (High School District)

Performance Level	Increased Significantly from Prior Year (by greater than 3.0%)	Increased from Prior Year (by 0.5% to 3.0%)	Maintained from Prior Year (declined or increased by less than 0.5%)	Declined from Prior Year (by 0.5% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or greater)
Very Low 1.5% or less in Current Year	**N/A**	**Green**	**Blue**	**Blue**	**Blue**
Low Greater than 1.5% to 3.5% in Current Year	**Orange**	**Yellow**	**Green**	**Green**	**Blue**
Medium Greater than 3.5% to 6.0% in Current Year	**Orange**	**Orange**	**Yellow**	**Green**	**Green**
High Greater than 6.0% to 9.0% in Current Year	**Red**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very High Greater than 9.0% in Current Year	**Red**	**Red**	**Red**	**Orange**	**Yellow**

Suspension Rate Indicator (Cont.)

Table BE: Suspension Indicator (Unified School District and K-12 Schools)

Performance Level	Increased Significantly from Prior Year (by greater than 2.0%)	Increased from Prior Year (by 0.3% to 2.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 2.0%)	Declined Significantly from Prior Year (by 2.0% or greater)
Very Low 1.0% or less in Current Year	**N/A**	**Green**	**Blue**	**Blue**	**Blue**
Low Greater than 1.0% to 2.5% in Current Year	**Orange**	**Yellow**	**Green**	**Green**	**Blue**
Medium Greater than 2.5% to 4.5% in Current Year	**Orange**	**Orange**	**Yellow**	**Green**	**Green**
High Greater than 4.5% to 8.0% in Current Year	**Red**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very High Greater than 8.0% in Current Year	**Red**	**Red**	**Red**	**Orange**	**Yellow**

Suspension Rate Indicator (Cont.)

Appendix A

Table BF: Suspension Indicator (Elementary School)

Performance Level	**Increased Significantly** from Prior Year (by greater than 2.0%)	**Increased** from Prior Year (by 0.3% to 2.0%)	**Maintained** from Prior Year (declined or increased by less than 0.3%)	**Declined** from Prior Year (by 0.3% to less than 1.0%)	**Declined Significantly** from Prior Year (by 1.0% or greater)
Very Low 0.5% or less in Current Year	**N/A**	**Green**	**Blue**	**Blue**	**Blue**
Low Greater than 0.5% to 1.0% in Current Year	**N/A**	**Yellow**	**Green**	**Green**	**Blue**
Medium Greater than 1.0% to 3.0% in Current Year	**Orange**	**Orange**	**Yellow**	**Green**	**Green**
High Greater than 3.0% to 6.0% in Current Year	**Red**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very High Greater than 6.0% in Current Year	**Red**	**Red**	**Red**	**Orange**	**Yellow**

Suspension Rate Indicator (Cont.)

Appendix A

Table BG: Suspension Indicator (Middle School)

Performance Level	Increased Significantly from Prior Year (by greater than 4.0%)	Increased from Prior Year (by 0.3% to 4.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 3.0%)	Declined Significantly from Prior Year (by 3.0% or greater)
Very Low 0.5% or less in Current Year	**N/A**	**Green**	**Blue**	**Blue**	**Blue**
Low Greater than 0.5% to 2.0% in Current Year	**N/A**	**Yellow**	**Green**	**Green**	**Blue**
Medium Greater than 2.0% to 8.0% in Current Year	**Orange**	**Orange**	**Yellow**	**Green**	**Green**
High Greater than 8.0% to 12.0% in Current Year	**Red**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very High Greater than 12.0% in Current Year	**Red**	**Red**	**Red**	**Orange**	**Yellow**

Suspension Rate Indicator (Cont.) Appendix A

Table BH: Suspension Indicator (High School)

Performance Level	Increased Significantly from Prior Year (by greater than 3.0%)	Increased from Prior Year (by 0.3% to 3.0%)	Maintained from Prior Year (declined or increased by less than 0.3%)	Declined from Prior Year (by 0.3% to less than 2.0%)	Declined Significantly from Prior Year (by 2.0% or greater)
Very Low 0.5% or less in Current Year	**N/A**	**Green**	**Blue**	**Blue**	**Blue**
Low Greater than 0.5% to 1.5% in Current Year	**N/A**	**Yellow**	**Green**	**Green**	**Blue**
Medium Greater than 1.5% to 6.0% in Current Year	**Orange**	**Orange**	**Yellow**	**Green**	**Green**
High Greater than 6.0% to 10.0% in Current Year	**Red**	**Orange**	**Orange**	**Yellow**	**Yellow**
Very High Greater than 10.0% in Current Year	**Red**	**Red**	**Red**	**Orange**	**Yellow**

Appendix B

Self-Assessment Tools for Local Indicators 9 and 10

LCFF Priority 9: Self-Assessment Tool

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:					
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

LCFF Priority 10: Self-Assessment Tool

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

LCFF Priority 10: Self-Assessment Tool (Cont.)

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Appendix C

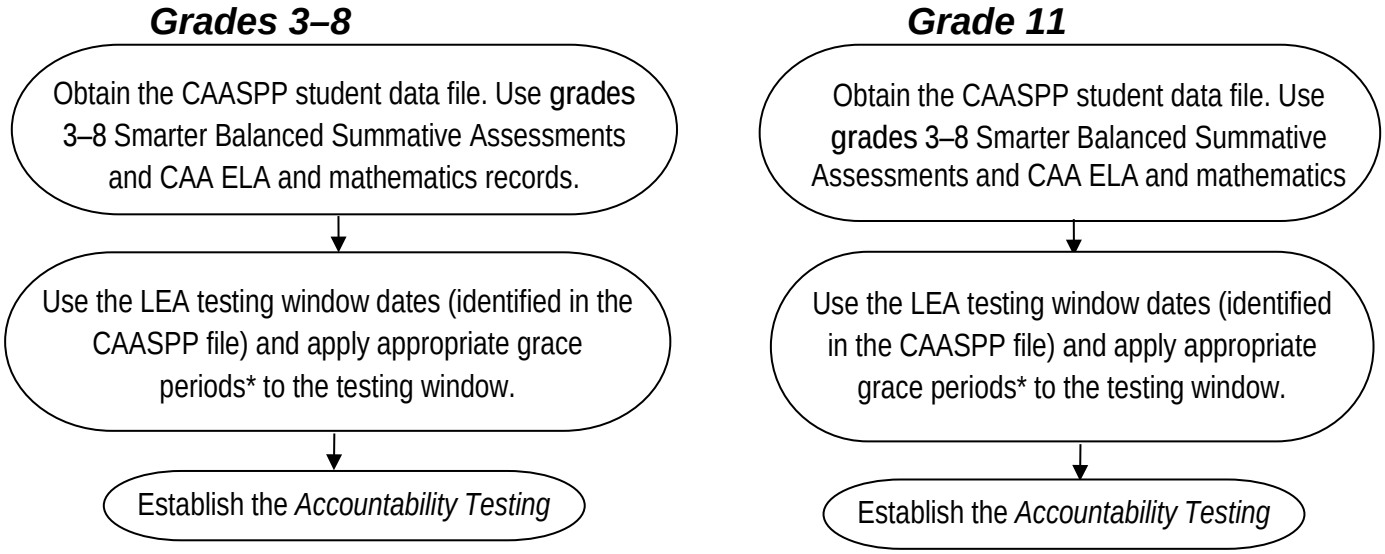
Academic Indicator: Participation Rate and Distance from Standard: Inclusion and Exclusion Rules

Inclusion/Exclusion Flowchart to Determine Which Students Should Be Included in the Academic Indicator for Grades Three through Eight and Grade Eleven

Step 1: Determine the Accountability Testing Window for the Smarter Balanced Assessments and California Alternate Assessments (CAAs), Grades Three Through Eight and Eleven

Accountability Testing Window for Smarter Balanced Summative Assessments and California Alternate Assessment

Determine for each school, per grade span(s) and testing administration, as applicable.



***Grace Periods**
All grace periods are "calendar days" meaning that weekends and holidays are included in the count. In addition, the testing windows includes any extensions added to the original testing window per request by the LEA.

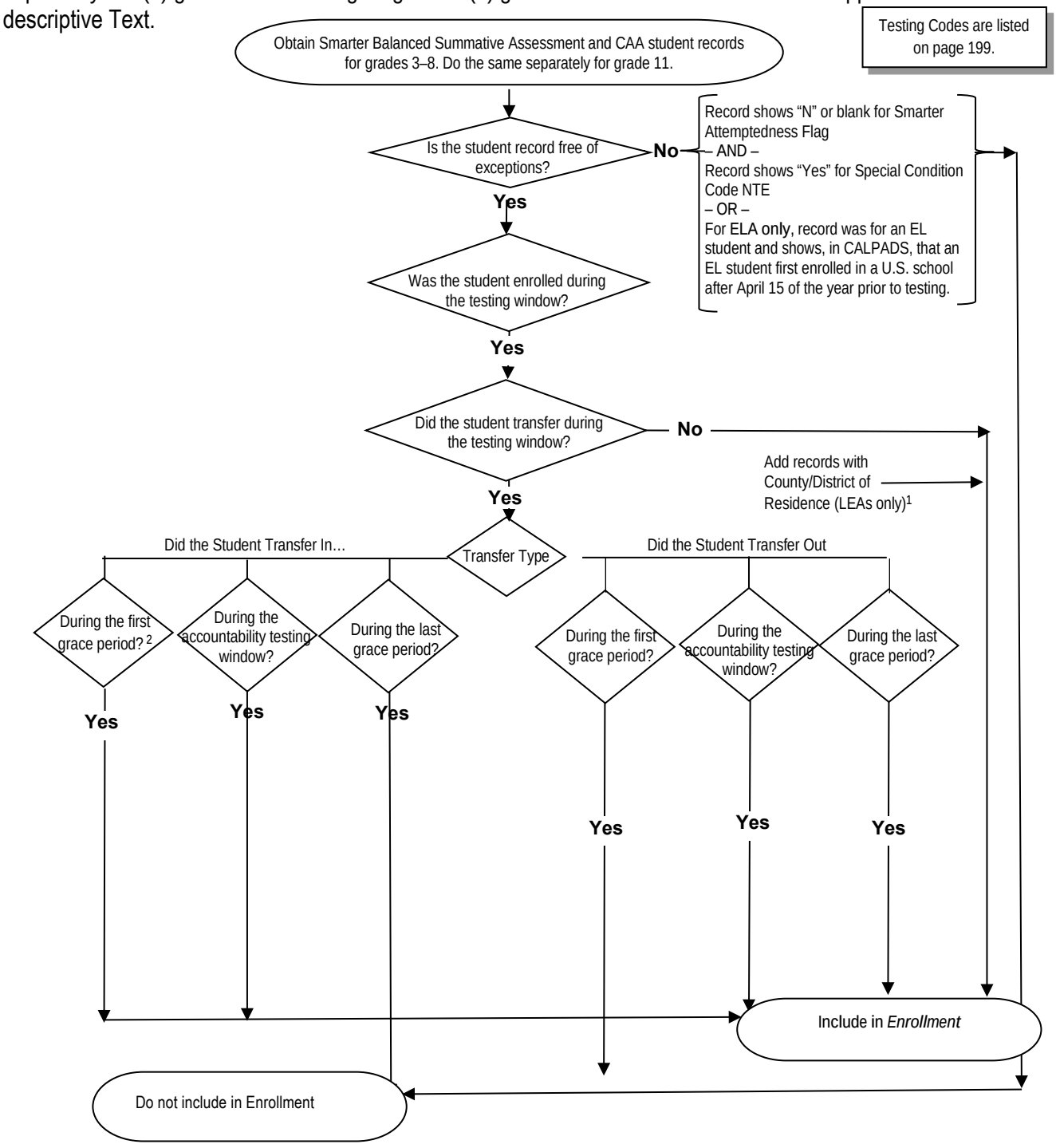
Testing Window is 31 or More Calendar Days: Schools with a testing window of 31 or more calendar days have two 14-day grace periods: one at the beginning of the testing window and one at the end.

Inclusion/Exclusion Rules Flowchart

Step 2: Smarter Balanced Summative Assessments and CAAs, Grades Three Through Eight and Eleven

Enrollment During the Testing Window

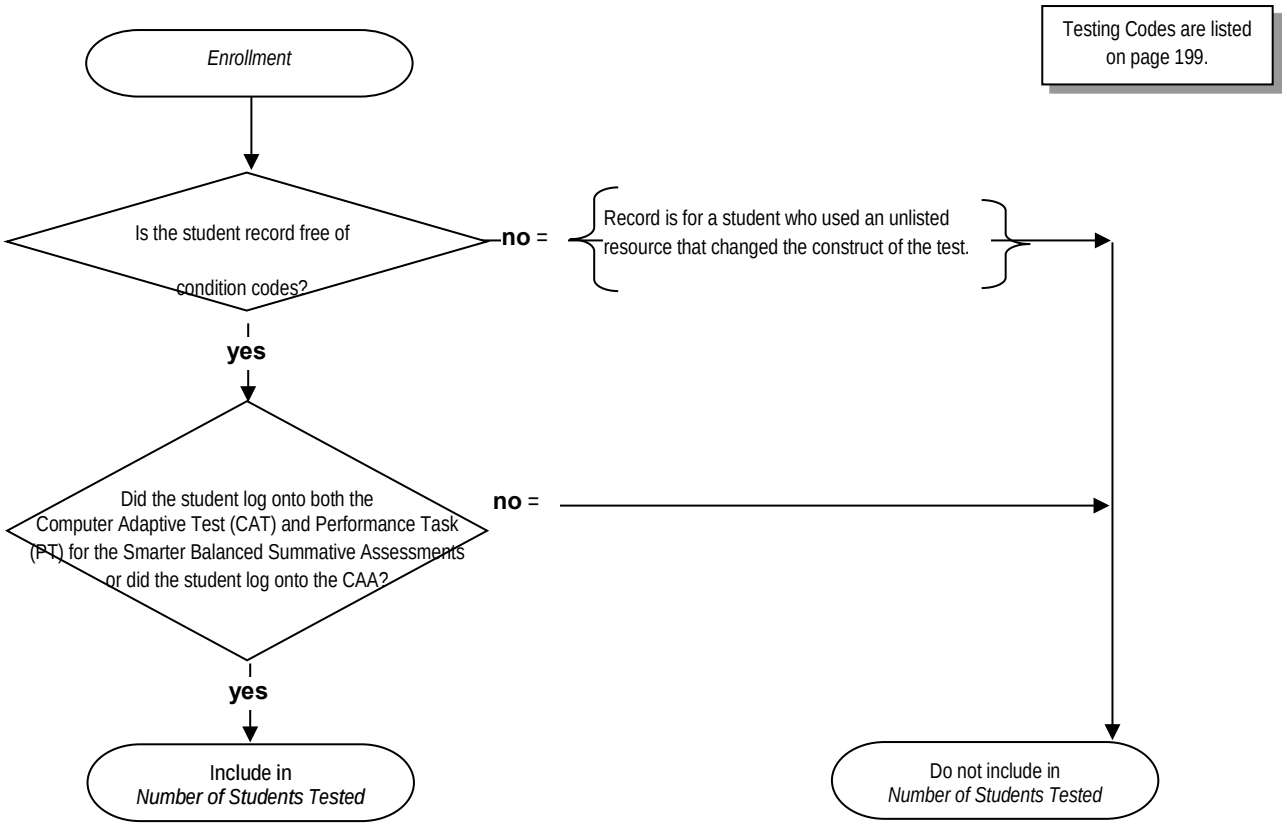
Calculate for each school, LEA, or student group separately in ELA and mathematics, and calculate separately for: (1) grades three through eight and (2) grade eleven. Please see below in Appendix E for descriptive Text.



1 For LEAs only, a student record with a valid County/District of Residence code and a valid Primary Disability code (other than 000) is included in the county/district of residence for the LEA report if the student's school of attendance (normal County-District-School [CDS] code) is a special education school. The record is also included in the student's school of attendance.

Number of Students Tested

Calculate for each LEA, school, or student group separately in ELA and mathematics. The calculations should also be conducted separately for: (1) grades three through eight and (2) grade eleven. Please see below in Appendix E for descriptive Text.



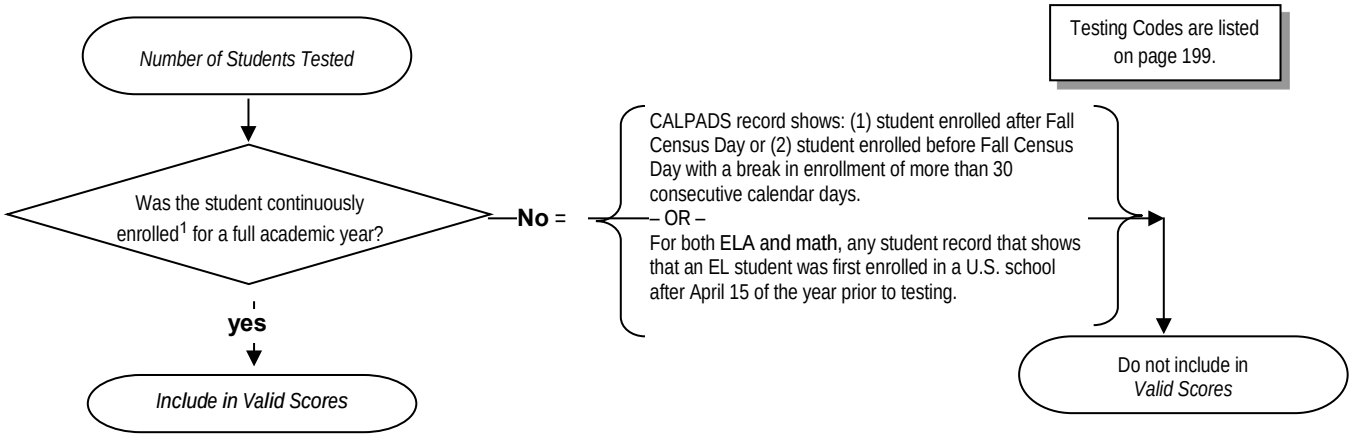
Calculate the Participation Rate
Step 3: Grades Three Through Eight and Eleven

Calculate the Participation Rate
Calculate for each LEA, school, or student group separately in ELA and mathematics. The calculations should also be conducted separately for: (1) grades three through eight and (2) grade eleven.

Number of Students Tested ***divided by*** Enrollment = Participation Rate

Inclusion/Exclusion: Calculating Distance from Standard
Step 4: Grades Three Through Eight and Eleven

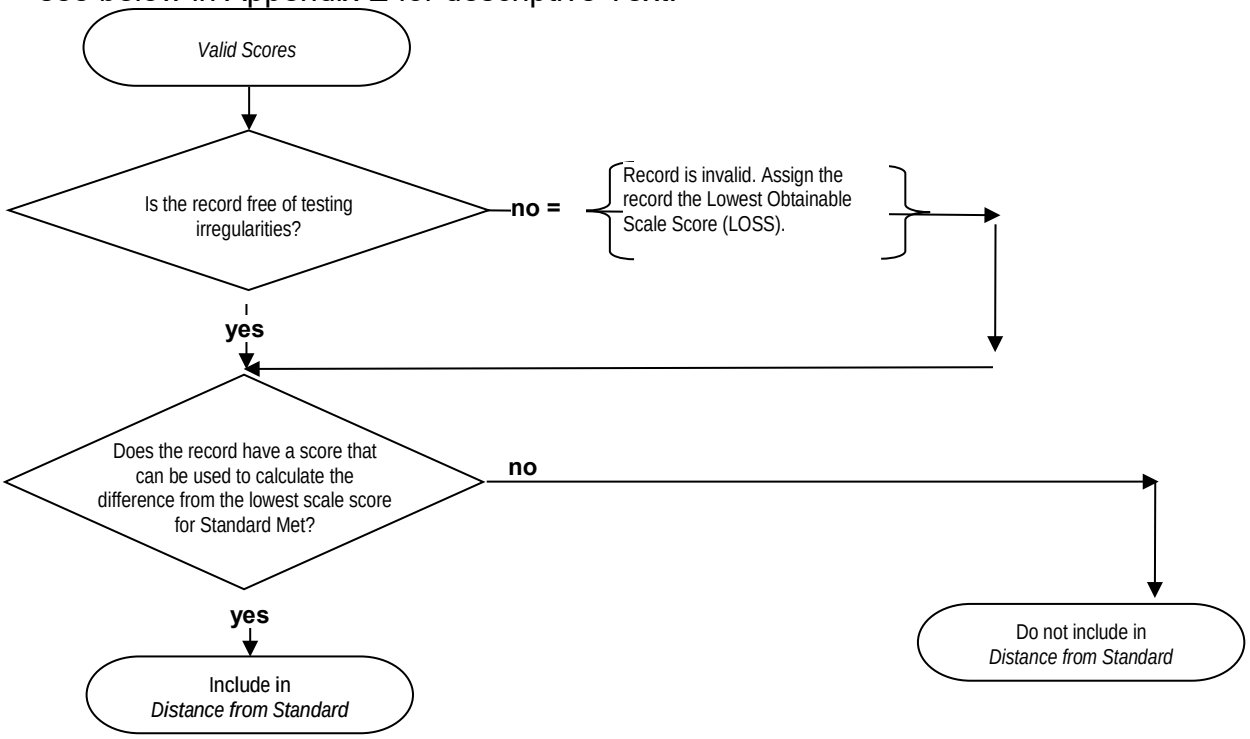
Valid Scores
Calculate for each LEA, school, or student group separately in ELA and mathematics, and calculate separately for: (1) grades three through eight and (2) grade eleven. Please see below in Appendix E for descriptive Text.



1 "Continuously enrolled" means the student was enrolled from the Fall Census Day (first Wednesday in October) through the first day of testing without a gap in enrollment of more than 30 consecutive calendar days. Continuous Enrollment Rule: If the student has been continuously enrolled in a **school**, the student is counted in the **school**. If the student has been continuously enrolled in the **LEA**, the student is counted in the **LEA.**

Distance from Standard

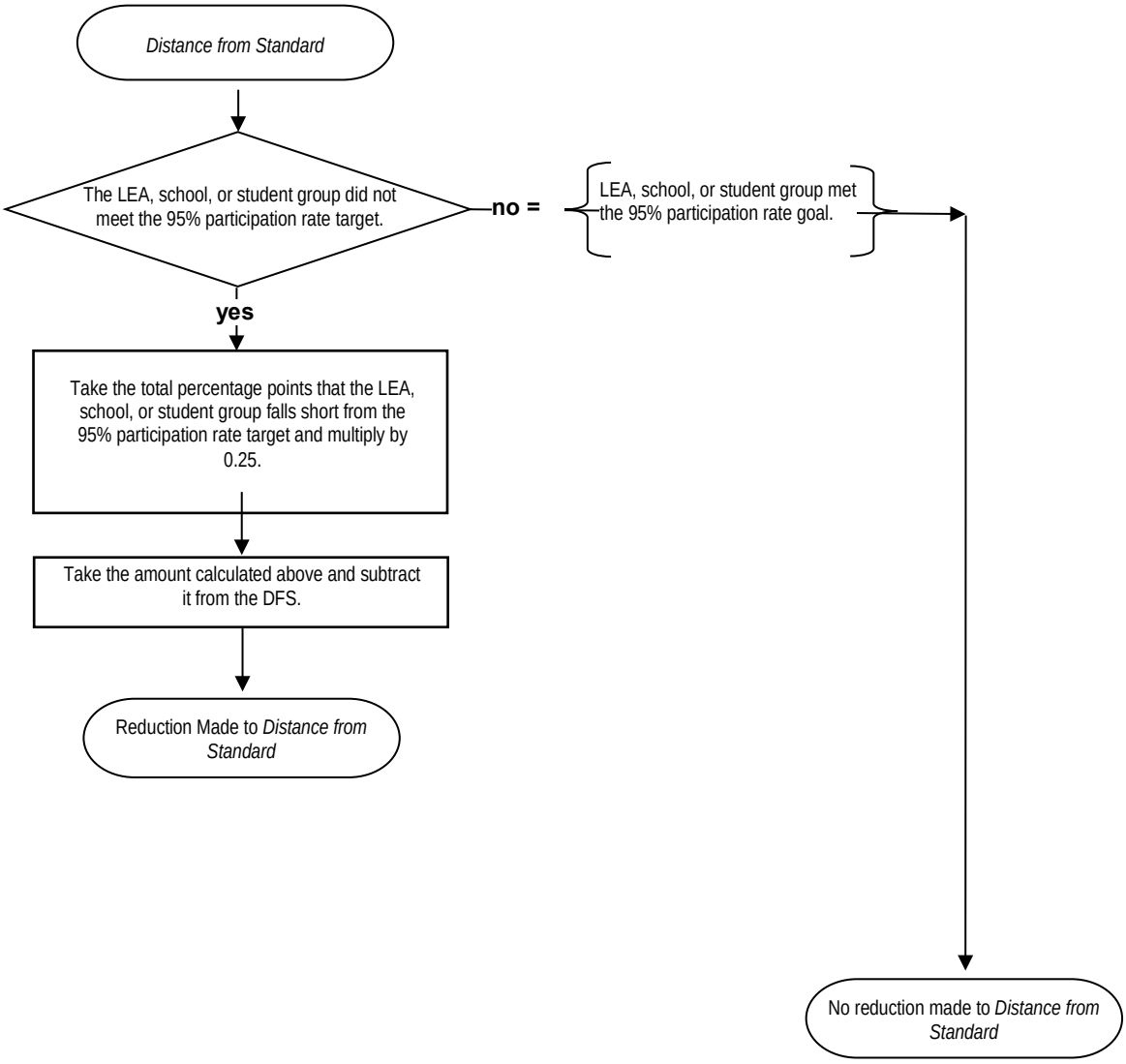
Calculate for each LEA, school, or student group separately in ELA and mathematics, and calculate separately for: (1) grades three through eight and (2) grade eleven. Please see below in Appendix E for descriptive Text.



Calculate Adjustments Made to Distance from Standard Due to the Participation Rate

Step 5: Grades Three Through Eight and Eleven

Calculate for each LEA, school, or student group separately in ELA and mathematics. The calculations should also be conducted separately for: (1) grades three through eight and (2) grade eleven. Please see below in Appendix E for descriptive Text.



Testing Codes Used

The following are the Smarter Balanced Summative Assessment testing codes considered to determine the calculations for the Academic Indicator and the Grade 11 Distance from Standard Report:

■ Smarter Balanced Summative Assessments Testing Codes

(NTE) Not tested due to significant medical emergency

(Smarter Attemptedness Flag) Student logged on to only a portion of the test (either CAT or PT but not both)

(Smarter Invalidated Status Flag) Student record was invalidated due to a testing security incident

Appendix D
Scale Score Ranges for the Smarter Balanced Summative Assessments

English Language Arts/Literacy

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

Appendix E
Alternative Text for Images in the Guide

This section contains the alternative text to the images presented throughout this guide to ensure accessibility to individuals with disabilities as required by Section 508 of the federal Rehabilitation Act of 1973.

Figure 3: Three-by-Five Colored Table for Suspension Rate Indicator

A modified version of the Suspension Rate Indicator 5-by-5 table. This modified version is known as the 3-by-5 table and is used for small student populations with an n-size of 149 or less to determine a performance color. In the 3-by-5 model, the “Declined Significantly” and “Increase Significantly” columns for Change Performance Levels are eliminated. To depict this modification, all the performance color boxes under the both the “Declined Significantly” and “Increased Significantly” columns found in a traditional 5-by-5 table are outlined with a red-dotted line indicating these columns are not used to determine performance levels (color). There are arrows on both the left and right sides of the 5X5 that illustrate the five by five is being collapsed to a 3X5 “. Removing the far right and far left columns can impact the performance color for a school or student group if they have less than 149 students. For the Suspension Rate Indicator, if a small population has a high Status Level and a Change Level of Declined Significantly, a performance color of Yellow would be assigned based on the 5X5. However, because the Declined Significantly column is eliminated for small populations, the performance level assigned based on the 3X5 would be Orange.

Figure 4: Three-by-Five Colored Table for Graduation Rate Indicator

A modified version of the Graduation Rate Indicator 5-by-5 table. This modified version is known as the 3-by-5 table and is used for small student populations with an n-size of 149 or less to determine a performance color for the graduation rate and suspension rate indicators only. In the 3-by-5 model, the “Declined Significantly” and “Increase Significantly” columns for Change Performance Levels are eliminated. To depict this modification, all the performance color boxes under the both the “Declined Significantly” and “Increased Significantly” columns found in a traditional 5-by-5 table are outlined with a red-dotted line indicating these columns are not used to determine performance levels (color). There are arrows on both the left and right sides of the 5X5 that illustrate the five by five is being collapsed to a 3X5. Removing the far right and far left columns can impact the performance color for a school or student group if they have less than 149 students. For the Graduation Rate Indicator, if a small population has a high Status Level and a Change Level of Declined significantly, a performance color of Orange would be assigned based on the 5X5. However, because the Declined Significantly column is eliminated for small populations, the performance level assigned based on the 3X5 would be Yellow.

Figure 5: Three-by-Five Colored Table for Chronic Absenteeism Indicator

A modified version of the Chronic Absenteeism Indicator 5-by-5 table. This modified version is known as the 3-by-5 table and is used for small student populations with an n-size of 149 or less to determine a performance color for the graduation rate and suspension rate indicators only. In the 3-by-5 model, the “Declined Significantly” and “Increase Significantly” columns for Change Performance Levels are eliminated. To depict this modification, all the performance color boxes under the both the “Declined Significantly” and “Increased Significantly” columns found in a traditional 5-by-5 table are outlined with a red-dotted line indicating these columns are not used to determine performance levels (color). There are arrows on both the left and right sides of the 5X5 that illustrate the five by five is being collapsed to a 3X5. Removing the far right and far left columns can impact the performance color for a school or student group if they have less than 149 students. For the Chronic Absenteeism Indicator, if a small population has a high Status Level and a Change Level of Declined significantly, a performance color of Yellow would be assigned based on the 5X5. However, because the Declined Significantly column is eliminated for small populations, the performance level assigned based on the 3X5 would be Orange.

Figure 6: Dashboard Landing Page

The image is the example of the new 2018 Dashboard Homepage. The top of the page has an image of a gauge with the arrow pointing to green. Tabs from left to right as follows:

- Home
- About
- State Summary
- Search
- More Information
- En Espanol

Explore information about your local school and district with a search tab.

Figure 7: Performance on State and Local Indicators

The image is an example display of the 2018 Dashboard landing Page showing tabs from left to right:

- Chronic Absenteeism: Gauge is pointing to red
- Suspension Rate: Gauge is pointing to green
- English Learner Progress: Gauge reflects no performance color
- Graduation Rates: Gauge is pointing to yellow
- College/Career: Gauge is pointing to yellow
- English Language Arts: Gauge is pointing to yellow
- Mathematics: Gauge is pointing to yellow
- Basic Teachers Instructional Materials, Facilities: Indicator is Standard Met
- Implementation of Academic Standards: Indicator is Standard Met
- Parent Engagement: Indicator is Standard Met
- Local Climate Survey: Indicator is Standard Met

Figure 8: Student Population Data on Main Dashboard Landing Page

The image shows “Student Population” as the title and “explore information about this school’s population.” The tiles from left to right describe the following:

- Tile 1: Learn More: Enrollment 1,572
- Tile 2: Learn More: Socioeconomically Disadvantaged 89.8%
- Tile 3: Learn More: English Learners 19.1%
- Tile 4: Learn More: Foster Youth 1%

Figure 9: Student Population Descriptions

The image reflects the backside of Figure 8. Each section tiles provides a short description of the content of the tiles pertaining to student population. The description from left to right is as follows:

- Enrollment: Total number of students enrolled.

- Socioeconomically Disadvantaged: Percentage of students identified as socioeconomically disadvantaged or coming from a background of poverty.

- English Learner: Percentage of students who are learning to communicate effectively in English, typically requiring instruction in both the English language and in their academic courses.

- Foster Youth: Percentage of students who have been removed from the custody of their parent or guardian by the juvenile court.

Figure 10: Data on Each Measure

The image shows an example of the data reported for each state indicator. There are four baseball-like cards that contain the detail. Within each indicator there is an opportunity to view additional data by selecting at the top “Learn More,” “All Students,” and “State.” More information can also be accessed by selecting “View More Details.” Starting from left to right the indicators include the following:

- English Language Arts: The gauge arrow points to yellow.
    - 5.9 points above standard
    - Maintained 0.3 points
    - Equity Report: Number of student groups in each color
        - 2 Red
        - 7 Orange
        - 0 Yellow
        - 3 Green
        - 1 Blue
- Mathematics: The gauge arrow points to yellow.
    - 9.1 points above standard

    - Maintained -2.1 points
    - Equity Report: Number of student groups in each color
        - 3 Red
        - 6 Orange
        - 1 Yellow
        - 1 Green
        - 2 Blue
- English Learner Progress: English Language Proficiency Assessments for California Results
    - Level 4 – Well Developed
        - 30.6%
    - Level 3 – Moderately Developed
        - 31.5%
    - Level 2 – Somewhat Developed
        - 19.7%
    - Level 1 – Beginning Stage
        - 18.2%
- College/Career: The gauge arrow points to yellow.
    - 55.2% prepared
    - Declined -.2.4%
        - 1 Red
        - 7 Orange
        - 2 Yellow
        - 2 Green
        - 0 Blue

Figure 11: Equity Report

- Equity Report: Number of student groups in each color
    - 2 Red
    - 7 Orange
    - 0 Yellow
    - 3 Green
    - 1 Blue

Figure 12: Student Group Details

The image shows an example of Student Group Details. There are six baseball-like cards that provide the data. Starting from left to right the indicators include the following:

- Gauge arrow points to red.
    - Foster Youth
    - Homeless
    - Students with Disabilities
- Gauge arrow points to orange.
    - African American
    - English Learners

    - Hispanic
    - Pacific Islander
    - Socioeconomically Disadvantaged
- Gauge arrow points to yellow.
    - American Indian
- Gauge arrow points to green.
    - Filipino
    - Two or More Races
    - White
- Gauge arrow points to blue.
    - Asian
- Gauge reflects no performance color.
    - No Students

Outline of the Enrollment During the Testing Window Flow Chart. (Located on Page 194)

Obtain Smarter Balanced Summative Assessment and CAA student records for grades 3-8. Do the same separately for grade 11.

1) Is the student record free of exceptions?
    a) Yes: Go to 2.
    b) No: Record shows “N” or blank for smarter Attemptedness Flag - And – Record shows “Yes” for Special Condition Code NTE – OR – For ELA only, record was for an EL student and shows, in CALPADS, that an EL student first enrolled in a U.S. school after April 15 of the year prior to testing. [Do not Include in Enrollment]
2) Was the student enrolled during the testing window?
    a) Yes: Go to 3.
3) Did the student transfer during the testing window?
    a) Yes: Go to 4.Transfer Type – Did the student transfer in? Go to 4. Did the student transfer out? Go to 5.
    b) No: Include in Enrollment, add records with County/District of Residence (LEAs only)
4) Transfer Type
    a) Transfer In: Go to 5.
    b) Transfer Out: Go to 6.
5) Transfer In
    a) During the first grace period? – Yes (Include in Enrollment)
    b) During the accountability testing window? – Yes (Include in Enrollment)

   c) During the last grace period? – Yes (Do not include in Enrollment)
6) Transfer Out
   a) During the first grace period? – Yes (Do not include in Enrollment)
   b) During the accountability testing window? – Yes (Include in Enrollment)
   c) During the last grace period? – Yes (Include in Enrollment)

Outline of the Number of Students Tested Flow Chart (Located on Page 195)

1) Enrollment
2) Is the Student record free of condition codes?
   a) Yes: Go to 3
   b) No: Go to 4
3) Did the student log onto both the Computer Adaptive Test (CAT) and Performance Task (PT) for the Smarter Balanced Summative Assessments or did the student log onto the CAA?
   a) Yes: Go to 5
   b) No: Go to 6
4) Record is for a student who used an unlisted resource that changed the construct of the test. – Do not include in Number of Students Tested
5) Include in Number of Students Tested
6) Do not include in Number of Students Tested

Outline of the Valid Scores for the Flow Chart (Located on Page 196)

1) Number of Students Tested
2) Was the student continuously enrolled for a full academic year?
   a) Yes: Go to 3
   b) No: Go to 4
3) Include in Valid Scores
4) CALPADS record shows: (1) student enrolled after Fall Census Day or (2) student enrolled before Fall Census Day with a break in enrollment of more than 30 consecutive calendar days. – OR – For both ELA and math, any student record that shows that an EL student was first enrolled in a U.S. school after April 15 of the year prior to testing. (Do not include in Valid Scores)

Outline of the Distance from Standard Flow Chart (Located on Page 197)

1) Valid Scores
2) Is the record free of testing irregularities?
   a) Yes: Go to 3

   b) No: Go to 4
3) Does the record have a score that can be used to calculate the difference from the lowest scale score for Standard Met?
   a) Yes: Go to 5
   b) No: Go to 6
4) Record is invalid. Assign the record the Lowest Obtainable Scale Score (LOSS) and go to 5.
5) Include in Distance from Standard
6) Do not include in Distance from Standard

Outline of the Calculate Adjustments Made to Distance from Standard Due to the Participation Rate Flow Chart (Located on Page 198)

1) Distance from Standard
2) The LEA, school, or student group did not meet the 95% participation rate target
   a) Yes: Go to 3
   b) No: Go to 6
3) Take the total percentage points that the LEA, school, or student group falls short from the 95% participation rate target and multiply by 0.25
4) Take the amount calculated above and subtract it from the DFS
5) Reduction made to Distance from Standard
6) LEA, school, or student group met the 95% participation rate goal. – No reduction made to Distance from Standard

CDE Contacts and Related Internet Pages

Topic	Contact Office	Web Page
	Analysis, Measurement, and Accountability Reporting Division 916-319-0869	
• Calculations on State Indicators (other than ELPI), College/Career Indicator, and Grade 11 Distance from Standard • Alternative Schools Accountability Model (ASAM) • SAT/ACT/Advanced Placement Reports	Academic Accountability Unit 916-319-0863 aau@cde.ca.gov dashboard@cde.ca.gov SATACTAP@cde.ca.gov dass@cde.ca.gov	https://www.cde.ca.gov/ta/ac/cm/ https://www.cde.ca.gov/ta/ac/dass.asp
• Calculations on ELPI	Data Visualization and Reporting Office 916-322-3245 ELaccountability@cde.ca.gov	
• DataQuest	Data Reporting Office 916-327-0219	https://dq.cde.ca.gov/dataquest/
	English Learner Support Division 916-319-0938	
• Title III	Language Policy and Leadership Office 916-319-0845	https://www.cde.ca.gov/sp/el/t3/
	Assessment Development and Administration Division 916-319-0803	
• CAASPP – Smarter Balanced Summative Assessments and California Alternate Assessments	California Assessment of Student Performance and Progress Office 916-445-8765 caaspp@cde.ca.gov	https://www.cde.ca.gov/ta/tg/ca/

Topic	Contact Office	Web Page
	Educational Data Management Division 916-324-1214	
• CALPADS	CALPADS/CBEDS/CDS Operations Office 916-324-6738 calpads@cde.ca.gov	https://www.cde.ca.gov/ds/sp/cl/
• Local Control Funding Formula • Local Control and Accountability Plans • Local Indicators	**Local Agency Systems Support Office** LCFF@cde.ca.gov	https://www.cde.ca.gov/fg/aa/lc/
• Career Technical Education Pathways • College Preparation and Postsecondary Programs	**Career and College Transition Division** 916-445-2652	https://www.cde.ca.gov/ci/ct/
• Charter Schools	**Charter Schools Division** 916-322-6029 charters@cde.ca.gov	https://www.cde.ca.gov/sp/cs/

Acronyms

AAU	Academic Accountability Unit
AP	Advanced Placement
CAAs	California Alternate Assessments
CALPADS	California Longitudinal Pupil Achievement Data System
CAASPP	California Assessment of Student Performance and Progress
CA NGSS	California Next Generation Science Standards
CAST	California Science Test
CAT	Computer Adaptive Test
CCI	College/Career Indicator
CD	County-District
CDE	California Department of Education
CDS Code	County-District-School Code
CELDT	California English Language Development Test
CHSPE	California High School Proficiency Examination
COE	County Office of Education
CTE	Career Technical Education
CSU	California State University
DASS	Dashboard Alternative School Status
DFS	Distance from Standard
DVRO	Data Visualization and Reporting Office
EAP	Early Assessment Program
EC	*Education Code*
ED	U.S. Department of Education
EL	English Learner
ELA	English language arts/literacy
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
ELD	English Language Development

Acronyms (Continued)

EOY	End-of-Year
ESSA	Every Student Succeeds Act
5 *CCR*	California Code of Regulations, Title 5
FRPM	Free or Reduced-Priced Meals
GED	General Education Development
HiSET	High School Equivalency Test
IB	International Baccalaureate
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LOSS	Lowest Obtainable Scale Score
LTEL	Long-term English Learner
ODS	Operational Data Store
PT	Performance Task
RFEP	Reclassified Fluent English Proficient
SARC	School Accountability Report Card
SBE	State Board of Education
SED	Socioeconomically Disadvantaged
SOC	School Ownership Code
SSPI	State Superintendent of Public Instruction
STAR	Standardized Testing and Reporting
SWD	Students with Disabilities
TASC	Test Assessing Secondary Completion
UC	University of California
WIC	Welfare and Institution Code