SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.1

Meeting Date: February 7, 2019

Subject: California School Dashboard Update

☒ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: _____)
☐ Conference/Action
☐ Action
☐ Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: Receive information about the reporting provided in the Fall 2018 California School Dashboard and California's System of Support.

Background/Rationale: The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state's priorities. The Dashboard's ratings are a helpful first step in shining a light on disparities among student groups.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:
1. Executive Summary
2. Sacramento City Unified California School Dashboard Summary
3. California School Dashboard Student Group Report
4. CDE flyer: Getting to Know the California School Dashboard
5. CDE flyer: How Colors Are Determined in the Dashboard
6. CDE flyer: What Data is Included on the Dashboard

Estimated Time of Presentation:15 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer

Cathy Morrison, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

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I. Overview/History of Department or Program

The State of California's accountability and continuous improvement system includes multiple measures, and addresses each of the eight state priorities outlined in the Local Control and Accountability Plan (LCAP). The most recent release of the accountability system called the California School Dashboard (Dashboard) was made public in December, 2018. The Dashboard is the state's tool to provide information about how districts and schools are meeting the needs of students. With this online tool, users can see the performance of districts, schools and student groups on a set of state and local measures that assist in identifying progress, areas of need, and performance gaps.

II. Driving Governance:

California Education Code §52059.5 establishes a single system for providing support to local educational agencies and schools that includes federal programs pursuant to the federal Elementary and Secondary Education Act. The stated purpose is to build local capacity to:
- support continuous improvement of student performance;
- address gaps in achievement between student groups;
- improve outreach and collaboration with stakeholders to ensure that the goals described in the LCAP reflect the needs of pupils and the community, especially for populations that are traditionally underrepresented or low-achieving.

California Education Code §52064.5 requires the adoption of evaluation rubrics for the following purposes:
  a. To assist a school district in evaluating its strengths, weaknesses, and areas that require improvement;
  b. To assist a county superintendent of schools in identifying school districts in need of technical assistance, and which intervention is warranted.

The California School Dashboard publicly reports performance data on the state and local indicators included in the evaluation rubrics. The state's design included a concise set of state indicators, and a methodology for establishing local performance indicators. The Dashboard shall reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060.

The U.S. Department of Education has authorized California's plan to implement the Every Student Succeeds Act, or ESSA. Under ESSA, states must identify schools in need of assistance. California declared the Dashboard measures are to be used as the criteria for identifying low performing schools under the federal accountability system.

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III. Budget:

Implementation of the California School Dashboard does not represent an impact to the District budget.

IV. Goals, Objectives and Measures:

The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state's priorities. All district schools are represented with a Dashboard. All schools are included in the district's aggregate ratings except for the district's five dependent charter schools (Bowling Green Charter, George Washington Carver School of Arts and Science, New Joseph Bonnheim Community Charter, New Technology High School, and The MET). Charter schools are considered Local Educational Agencies by the state and not included in the district ratings.

The following measures are included in the 2018 Dashboard. The landing page is below:

State Measures	Local Measures
• Chronic Absenteeism • Suspension Rate • English Learner Progress • High School Graduation Rate • Academic Performance (ELA/Math) • College-Career Readiness	• Basic Conditions • Implementation of Academic Standards • Parent Involvement and Engagement • School Climate Surveys • Access to Courses

California's System of Support

The Dashboard-based accountability and continuous improvement system is based on a three-tiered framework, with the first tier made up of resources and assistance available to all local education agencies. Differentiated assistance is the second tier of assistance that is required by statute to provide to districts that meet certain eligibility criteria. The third tier is intensive intervention, which is generally required based on persistent performance issues over a period of time.

Eligibility for Differentiated Assistance under the California System of Support is defined as two or more student groups receiving a red indicator on two or more state priorities. Based on the review of student group performance on the 2018 Dashboard, SCUSD is identified as eligible for Level 2 Differentiated Assistance based on the red performance rating of these student groups in these State Priorities/indicators:

Student Group	ELA and Math	Graduation Rate	Suspension Rate	Chronic Absenteeism	College/Career Indicator
Foster Youth	X		X	X	X
Students with Disabilities	X	X			X
African-American	X		X	X	
Homeless			X	X	
American Indian			X	X	
Pacific Islander	X			X	

Federal Identification of Low-Performing Schools

Under the Every Student Succeeds Act, the state must identify schools in need of assistance. The state's decision was to use Dashboard measures to create the criteria. Schools identified in need of support will use the School Plan for Student Achievement (SPSA) as the improvement plan. The district will describe within the Local Control and Accountability Plan (LCAP) how it monitors and evaluates the effectiveness of the school plans to support student and school improvement. Comprehensive Support and Improvement (CSI) identifies the lowest five percent of Title I schools and high schools with a graduation rate below 67 percent. Additional Targeted Support and Improvement (ATSI) identifies schools with consistently low-performing student groups over two years.

Both CSI and ATSI use this hierarchy to identify eligible schools.
- All red indicators
- All red but one indicator of any other color
- All red and orange indicators
- Five or more indicators where the majority are red.

Schools identified for CSI and ATSI (Additional Targeted Support and Improvement) are below.

School Name	Assistance Status
Albert Einstein Middle	CSI Low Perform
Bret Harte Elementary	CSI Low Perform
Ethel l. Baker Elementary	CSI Low Perform
George Washington Carver School of Arts and Science	CSI Low Perform
John D. Sloat Elementary	CSI Low Perform
John H. Still	CSI Low Perform
Leataata Floyd Elementary	CSI Low Perform
Parkway Elementary	CSI Low Perform
Rosa Parks Elementary	CSI Low Perform
American Legion High (Continuation)	CSI Grad
Capital City Independent Study	CSI Grad
California Middle	ATSI
Cesar Chavez Intermediate	ATSI
David Lubin Elementary	ATSI
Elder Creek Elementary	ATSI
Fern Bacon Middle	ATSI
Hiram W. Johnson High	ATSI
Hollywood Park Elementary	ATSI
Hubert H. Bancroft Elementary	ATSI
Isador Cohen Elementary	ATSI
James Marshall Elementary	ATSI
John F. Kennedy High	ATSI
John Morse Therapeutic Center	ATSI
Kit Carson International Academy	ATSI
Mark Twain Elementary	ATSI
Martin Luther King, Jr.	ATSI
Nicholas Elementary	ATSI
Oak Ridge Elementary	ATSI
Peter Burnett Elementary	ATSI
Rosemont High	ATSI
Will C. Wood Middle	ATSI
Woodbine Elementary	ATSI

Data Sources and Methodologies used for State Measures
The 2018 release of the California School Dashboard includes the most recent data available that is collected by the state from the 2017-18 school year. Full information about the calculation of each indicator is included in the technical manual found at https://www.cde.ca.gov(ta/ac/cm/documents/dashboardguidel&pdf.

Performance expressed by a color rating on the Dashboard is based on two factors: current year data (or Status) and improvement or lack of improvement from the prior year (Change). Blue and Green are exemplary and represent the state's goal for schools and districts. Yellow is a mid-range rating while Orange and Red indicate high need. The calculations are done for each state measure and intersect on a 5 x 5 grid. The grid layout varies for each measure. For more detail, the California Accountability Model and Dashboard web page is httos://www.cde.ca.gov/ta/ac/cm/index.asp.

Chronic Absenteeism:
Students who miss ten percent of the school year are considered to be chronically absent. The Dashboard currently only reports Chronic Absenteeism for grades K through 8 as attendance is reported differently in high school. The color performance rating for this measure is included on the Dashboard for the first time in 2018. The District's rating is Orange.

Suspension Rate:
For this measure, Status is the percent of students who were suspended in the current school year. The suspension rate is calculated by dividing the number of students suspended by the cumulative enrollment multiplied by 100. Change is the previous year rate subtracted from the current year rate. The district's rating is Orange.

English Learner Progress:
This measure is not represented by a color performance level on the 2018 Dashboard. A new test for student progress toward English proficiency (ELPAC) was implemented in 2018, so it was not possible to calculate Change based on the previous assessment (CELDT). Status only is reported this year by the percentage of students in each ELPAC proficiency level.

Graduation Rate:
Graduation Rate is based on a four-year cohort. Status for the Class of 2018 graduation rate for traditional high schools is the number of students who earn a high school diploma, divided by the total number of students who entered grade 9 in the 2014-15 school year. Change is determined by subtracting the previous year graduation rate from the current year status.

Alternative high schools receive a color performance rating for the first time with the 2018 Dashboard. The graduation rate is included in the district's graduation rate but there is a difference in the calculation. Rather than a four-year cohort model, alternative high schools'

graduation rate Change is based on a one-year cohort. The district's rating is Green and represents a large improvement from Orange in 2017.

College/Career Indicator:
The 2018 Dashboard includes a color performance rating for the College/Career Indicator (CCI) for the first time. Status for the CCI is determined by a student's placement on one of three levels: Prepared, Approaching Prepared, and Not Prepared. High school graduates are Prepared with specific combinations of these measures in addition to receiving a diploma:

- Score of Level 3 or higher on both English Language Arts and Mathematics Smarter Balanced assessments in 11th grade
- Score of 3 or higher on two Advanced Placement exams
- Score of 4 or higher on two International Baccalaureate exams
- Completion of two semesters (or three quarters) of college course work with a grade of C- or better
- Completion of the University of California and California State University a-g requirements plus additional criteria
- Completion of a Career Technical Education (CTE) Pathway with a grade of C- or better in the capstone class plus additional criteria

The CCI was modified for the 2018 Dashboard to include Military Science/Leadership and the Seal of Biliteracy as components. The district's rating is Green. See the full rubric for the CCI here: https://www.cde.ca.gov/ta/ac/cm/documents/collegecareerready18.pdf

Academic Measure (English Language Arts and Mathematics)
The academic measure uses the California Assessment of Student Performance and Progress (CAASPP) scale scores for grades 3 through 8 and grade 11. The methodology for Status averages the Distance from Standard (also known as "Met") to produce a school-level, district level, or student group level score. Change is the previous year rate subtracted from the current year rate. The district's rating on both ELA and Math is Orange.

V. Major Initiatives:
The Dashboard plays an important role in California's school accountability system of continuous improvement and equity:

- Determining districts eligible for differentiated assistance;
- Identifying schools for Comprehensive Support and Improvement or Targeted Support and Improvement;
- Providing a starting place for the comprehensive Needs Assessment for the School Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP);
- Informing budget prioritization based on student need and desired measurable outcomes;

- Communicating to all stakeholders in the community the progress of districts or schools.

VI. Results:

The California School Dashboard builds on the foundations of LCFF, state and federal priorities, and continuous improvement. Use of the information provided by the Dashboard will increase district and school capacity and drive improved student outcomes.

The Equity, Access and Social Justice Guiding Principle that is the driving theory of action for SCUSD provides that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. The alignment of the state Dashboard with the district's improvement and accountability indicators ensures that these defining points are held true:

- Equity, Access and Social Justice requires displaying data in real-time in such a way that data triggers a moral call to action irrespective of parent advocacy or (in)ability to navigate our Sacramento City Unified system;
- Equity, Access, and Social Justice act as a "check and balance" to ensure that "downdrafting" practices, procedures, processes, and traditions are identified and researched to determine the purpose of their continued use; and
- Equity, Access, and Social Justice is about respecting the value of data and establishing a continuous improvement and accountability framework that is transparent and looks at data by student, by name, by need, and by inequity and injustice!

Sacramento City Unified embraces the use of data to identify and reduce academic, socio-emotional, and discipline disparities within our system. It is extremely concerning that many of our student groups are experiencing poorer outcomes, while encountering obstacles to success at higher rates, than others. The California School Dashboard provides a helpful first step by shining a light on different areas of disparities. The district acknowledges these findings and will work arduously toward identifying programmatic changes to better support our lowest performing student groups in our school plans and the district's Local Control and Accountability Plan (LCAP).

Recognizing that the California School Dashboard is based on prior year results and that students deserve that conditions be changed in the present to advance equity, access, and social justice in our schools, the district's internal dashboard (Performance and Targeted Action Index) tracks the same – and more – student data and performance indicators in real time. This system will help the district monitor and understand the conditions that are resulting in positive outcomes for some students; while identifying high risk and lower performing students earlier in the school year, allowing for timely intervention to help these students overcome obstacles before it is too late.

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School District

VII. Lessons Learned/Next Steps:

Under the new System of Support, technical assistance uses this approach:

- The state will not dictate a specific set of interventions nor establish top-down directives for improvement strategies.
- Sacramento County Office of Education is required to offer assistance to identify underlying causes, possible solutions, and provide resources or expertise.
- There is no requirement to create a new improvement plan. Instead, the district will be expected to leverage the Local Control and Accountability Plan (I-CAP) process to strengthen/change the LCAP through the annual update cycle, as well as the School Plans for schools in need of improvement.
- The assistance is not limited to the student groups and indicators that led to identification.

Sacramento City Unified School District Fall 2018 California School Dashboard Summary

School	Segment	Chronic Absenteeism	Suspension	EL Progress	Graduation Rate	College/Career	ELA	Math
DISTRICT (All Non-Charter)		Orange	Orange	No Color	Green	Green	Orange	Orange
Alice Birney K-8	K8	Green	Blue	No Color	n/a	n/a	Green	Yellow
Bowling Green	E - C	Green	Orange	No Color	n/a	n/a	Yellow	Orange
Crocker/Riverside	E	Green	Green	No Color	n/a	n/a	Blue	Blue
Leonardo daVinci K-8	K8	Green	Yellow	No Color	n/a	n/a	Green	Green
Phoebe Hearst	E	Green	Blue	No Color	n/a	n/a	Blue	Blue
Susan B. Anthony	E	Green	Blue	No Color	n/a	n/a	Yellow	Yellow
A. M. Winn K-8	K8	Yellow	Orange	No Color	n/a	n/a	Orange	Orange
Abraham Lincoln	E	Yellow	Yellow	No Color	n/a	n/a	Orange	Orange
Camellia	E	Yellow	Blue	No Color	n/a	n/a	Green	Green
Edward Kemble	E	Yellow	Green	No Color	n/a	n/a	Orange	Yellow
Elder Creek	E	Yellow	Orange	No Color	n/a	n/a	Yellow	Yellow
Genevieve Didion K-8	K8	Yellow	Blue	No Color	n/a	n/a	Green	Green
Golden Empire	E	Yellow	Orange	No Color	n/a	n/a	Yellow	Orange
Hollywood Park	E	Yellow	Orange	No Color	n/a	n/a	Red	Orange
Hubert Bancroft	E	Yellow	Yellow	No Color	n/a	n/a	Orange	Orange
O. W. Erlewine	E	Yellow	Blue	No Color	n/a	n/a	Orange	Orange
Tahoe	E	Yellow	Yellow	No Color	n/a	n/a	Red	Orange
Washington	E	Yellow	Green	No Color	n/a	n/a	Orange	Yellow
Albert Einstein	M	Orange	Red	No Color	n/a	n/a	Orange	Orange
Caleb Greenwood	E	Orange	Blue	No Color	n/a	n/a	Blue	Blue
Caroline Wenzel	E	Orange	Blue	No Color	n/a	n/a	Red	Orange
Cesar Chavez	E	Orange	Red	No Color	n/a	n/a	Yellow	Yellow
David Lubin	E	Orange	Orange	No Color	n/a	n/a	Yellow	Yellow
Fern Bacon	M	Orange	Green	No Color	n/a	n/a	Orange	Orange
Isador Cohen	E	Orange	Yellow	No Color	n/a	n/a	Yellow	Orange
John Morse	E	Orange	Orange	No Color	n/a	n/a	Orange	Orange
Mark Twain	E	Orange	Green	No Color	n/a	n/a	Yellow	Orange
Matsuyama	E	Orange	Orange	No Color	n/a	n/a	Green	Green
Nicholas	E	Orange	Red	No Color	n/a	n/a	Orange	Yellow
Oak Ridge	E	Orange	Green	No Color	n/a	n/a	Red	Yellow
Pacific	E	Orange	Green	No Color	n/a	n/a	Red	Orange
Peter Burnett	E	Orange	Orange	No Color	n/a	n/a	Orange	Yellow
Pony Express	E	Orange	Orange	No Color	n/a	n/a	Yellow	Green
Rosa Parks K-8	K8	Orange	Red	No Color	n/a	n/a	Red	Red
Sam Brannan	M	Orange	Red	No Color	n/a	n/a	Yellow	Orange
Sequoia	E	Orange	Orange	No Color	n/a	n/a	Orange	Green
SES	7-12	Orange	Yellow	No Color	Blue	Blue	Green	Green
Sutter	M	Orange	Yellow	No Color	n/a	n/a	Green	Green
Sutterville	E	Orange	Green	No Color	n/a	n/a	Orange	Yellow
Theodore Judah	E	Orange	Green	No Color	n/a	n/a	Green	Green
Will C. Wood	M	Orange	Green	No Color	n/a	n/a	Orange	Orange
William Land	E	Orange	Green	No Color	n/a	n/a	Blue	Green
American Legion	HS	No color	Red	No Color	Red	Red	Red	Red
Bret Harte	E	Red	Red	No Color	n/a	n/a	Red	Red
California	M	Red	Orange	No Color	n/a	n/a	Yellow	Yellow
Capital City	7-12	Red	Blue	No Color	Yellow	Red	Red	Orange
Earl Warren	E	Red	Green	No Color	n/a	n/a	Yellow	Orange
Ethel I. Baker	E	Red	Red	No Color	n/a	n/a	Red	Red
Ethel Phillips	E	Red	Yellow	No Color	n/a	n/a	Orange	Yellow
Father Keith B. Kenny K-8	K8	Red	Orange	No Color	n/a	n/a	Yellow	Orange
H. W. Harkness	E	Red	Orange	No Color	n/a	n/a	Yellow	Yellow

Sacramento City Unified School District Fall 2018 California School Dashboard Summary

School	Segment	Chronic Absenteeism	Suspension	EL Progress	Graduation Rate	College/ Career	ELA	Math
James Marshall	E	Red	Orange	No Color	n/a	n/a	Yellow	Yellow
John Bidwell	E	Red	Orange	No Color	n/a	n/a	Yellow	Orange
John Cabrillo	E	Red	Yellow	No Color	n/a	n/a	Red	Orange
John D. Sloat	E	Red	Red	No Color	n/a	n/a	Orange	Red
John H. Still K-8	K8	Red	Orange	No Color	n/a	n/a	Orange	Orange
Kit Carson	7-12	Red	Yellow	No Color	n/a	n/a	Yellow	Yellow
Leataata Floyd	E	Red	Red	No Color	n/a	n/a	Orange	Orange
Martin Luther King Jr. K-8	K8	Red	Yellow	No Color	n/a	n/a	Yellow	Orange
New Joseph Bonnheim	E - C	Red	Blue	No Color	n/a	n/a	Orange	Yellow
Parkway	E	Red	Red	No Color	n/a	n/a	Red	Orange
Success Academy	K8	Red	Orange	No Color	n/a	n/a	No color	No color
Woodbine	E	Red	Red	No Color	n/a	n/a	Orange	Yellow
AAB Health Professions	HS	No color	Green	No Color	Blue	Red	Orange	Yellow
C. K. McClatchy	HS	No color	Green	No Color	Green	Green	Green	Yellow
G. W. Carver	HS - C	No color	Red	No Color	Orange	Red	Orange	Orange
Hiram Johnson	HS	No color	Red	No Color	Green	Orange	Red	Red
John F. Kennedy	HS	No color	Orange	No Color	Green	Green	Yellow	Yellow
Luther Burbank	HS	No color	Orange	No Color	Green	Green	Orange	Red
New Technology	HS - C	No color	Green	No Color	Orange	Orange	Yellow	Red
Rosemont	HS	No color	Yellow	No Color	Green	Green	Orange	Orange
The Met	HS - C	No color	Blue	No Color	Green	Orange	Orange	Orange
West Campus	HS	No color	Blue	No Color	Blue	Blue	Blue	Blue

California School Dashboard

STUDENT GROUP REPORT

Retrieved from

Sacramento City Unified (Sacramento County, CA)

Reporting Year: 2018 ▼

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	Green	Green	Orange	Orange
English Learners	Orange	Green	Orange	Yellow	Yellow	Orange
Foster Youth	Red	Red	Yellow	Red	Red	Red
Homeless	Red	Red	Orange	Orange	Orange	Orange
Socioeconomically Disadvantaged	Orange	Orange	Green	Green	Orange	Orange
Students with Disabilities	Orange	Orange	Red	Red	Red	Red
African American	Red	Red	Yellow	Orange	Red	Red
American Indian or Alaska Native	Red	Red	None	None	Orange	Orange
Asian	Orange	Green	Green	Green	Orange	Yellow
Filipino	Yellow	Orange	Yellow	Yellow	Green	Green
Hispanic	Orange	Yellow	Green	Yellow	Orange	Orange
Native Hawaiian or Pacific Islander	Red	Yellow	Orange	Yellow	Red	Red
White	Yellow	Green	Green	Green	Green	Green
Two or More Races	Orange	Orange	Green	Green	Green	Green

California School DASHBOARD

Getting to Know the California School Dashboard

The California School Dashboard (https://www.caschooldashboard.org) is an online tool designed to help communities across the state access important information about K–12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.
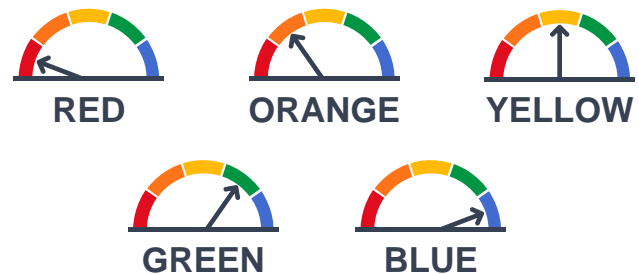
10 Measures of School Success

State Measures

Six state measures allow for comparisons across schools and districts based on information collected statewide.

- **High School Graduation Rate**
- **Academic Performance**
- **Suspension Rate**
- **English Learner Progress**
- **College/Career Readiness**
- **Chronic Absenteeism**

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state measures.

RED **ORANGE** **YELLOW** **GREEN** **BLUE**

The performance level (color) is based on current and prior year data.

Local Measures

Four local measures are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
  - Teacher qualifications, safe and clean buildings, textbooks for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
  - Student safety, connection to the school
- **Parent Involvement and Engagement**
- **Access to Courses**

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

- Met
- Not Met
- Not Met for Two Years

School and student group information is not available for local measures.

For more information, please visit the California Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/index.asp.

October 2018

California School DASHBOARD

How Colors are Determined in the Dashboard

California's accountability and continuous improvement system is called the California School Dashboard. It provides information about how districts and schools are meeting the needs of California's diverse student population based on multiple measures.

The Dashboard shows performance of districts, schools, and student groups on a set of state and local measures that assist in identifying strengths, weaknesses, and areas in need of improvement.

How does the Dashboard display performance?
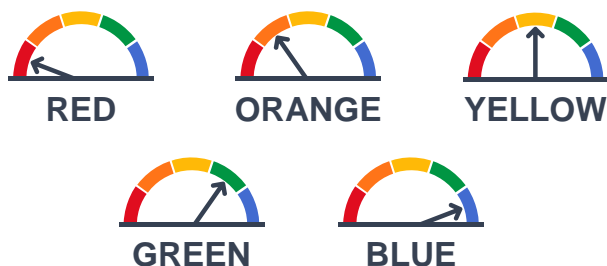Performance is based on two factors:

Current data on the measure	Improvement or lack of improvement from prior year results

These calculations are done for each state measure and intersect on a 5x5 grid. The grid layout will vary for each measure.

In the 5x5 grid, current year data levels are displayed in the left column, while the difference between current year and prior year data levels are displayed in the top row.

The performance level, or color, is determined by the point at which these two levels intersect.

RED   **ORANGE**   **YELLOW**

GREEN   **BLUE**

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

In the example shown, the district's current year data falls into the high level. It maintained this level, which means that there was no significant increase or decrease in results from the prior year. "High" and "Maintained" meet for an overall performance level of green.

For more information, please visit the California Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/index.asp.

October 2018

The table below lists the indicators uploaded by the California Department of Education (CDE) to the Dashboard and the year(s) of data used to calculate Status and Change for the 2018 Dashboard.

Indicator	Data Used for Status	Data Used for Change
Academic Indicator	2018 Average Distance from Standard (2018 Smarter Balanced Summative Assessments for English language arts/literacy and mathematics)	2018 Average Distance from Standard minus 2017 Average Distance from Standard
Graduation Rate Indicator	Class of 2018 graduation rate (2017–18 graduation rate)	Class of 2018 graduation rate minus Class of 2017 graduation rate
Suspension Rate Indicator	2017–18 suspension rate	2017–18 suspension rate minus 2016–17 suspension rate
English Learner Proficiency Indicator	Number of students at each level of the English Language Proficiency Assessments for California (ELPAC)	Not applicable
Chronic Absenteeism Indicator	2017–18 chronic absenteeism rate	2017–18 chronic absenteeism rate minus 2016–17 chronic absenteeism rate
College/Career Indicator	Class of 2018 "Prepared" graduates	Class of 2018 "Prepared" graduates minus Class of 2017 "Prepared" graduates

For more information, please visit the CDE Accountability Model & School Dashboard web page at https://www.cde.ca.gov/ta/ac/cm/index.asp.

November 2018