



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 20, 2017

Dear County and District Superintendents and Charter School Administrators:

FALL 2017 CALIFORNIA SCHOOL DASHBOARD UPDATE AND PRIVATE PREVIEW

This is a follow-up to a letter (<https://www.cde.ca.gov/nr/el/le/yr17ltr.asp>) from Superintendent of Public Instruction Tom Torlakson and State Board of Education President Michael Kirst dated October 2, 2017, which discusses the launch of the new accountability system and system of support.

A rolling private preview of the Fall 2017 California School Dashboard (Dashboard) begins in early November 2017 for approved Accountability Coordinators and Dashboard Coordinators. The California Department of Education is hosting a six-part Webinar series to assist local educational agencies (LEAs) and charter schools in learning about the state and local indicators included in the Dashboard release. These Webinars will occur between October 26 and December 6, 2017. Information on the dates, topics, and time for each Webinar is available on the California Accountability Model & School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/>.

A brief description of several important changes to the reporting of the state indicators in the Fall 2017 Dashboard is provided for your review in Attachment 1. We encourage LEAs and charter schools to participate in the Webinars, which will explain these changes in detail.

This is also a reminder that the deadline for LEAs (including charter schools) to upload their local indicators in the Dashboard is **December 1, 2017**. LEAs that upload their local indicator information after this date will receive a default rating of "Not Met."

If you have any questions regarding this subject, please contact the Academic Accountability Unit by phone at 916-319-0863 or by e-mail at aauc@cde.ca.gov.

Sincerely,

/s/

Cindy Kazanis, Director
Analysis, Measurement, and Accountability Reporting Division

CK:ss

cc: LEA Accountability Coordinators
Dashboard Coordinators

Overview of Changes to the Fall 2017 California School Dashboard

An overview of the new accountability system and California School Dashboard (Dashboard), including the state and local indicators, can be found on the California Accountability Model & School Dashboard Web page at <https://www.cde.ca.gov/ta/ac/cm/>. This document provides an overview of the State Board of Education (SBE) approved changes or additions to the calculation and/or reporting of the state indicators for inclusion in the Fall 2017 Dashboard release.

1. College/Career Indicator (CCI)

- Status will be reported **for the first time**. (Change and performance levels [colors] will not be reported for any local educational agency [LEA], school, or student group until fall 2018.)
- Revised Status cut scores, adopted by the SBE in September 2017, will be applied.
- The CCI will be calculated for the **2015–16 four-year graduation cohort** (Class of 2016). The students in this cohort took the Smarter Balanced Summative Assessments in spring 2015, when they were in grade eleven. Therefore, this year's CCI will use the grade eleven results for the spring 2015 assessments.

2. Academic Indicator

- The California Alternate Assessments (CAAs) will be not be included in the calculation of this indicator. However, CAA results will be reported in the Status and Change Report (under English Language Arts and Mathematics).
- The SBE will determine if any changes to the methodology and/or cut scores are necessary at their November 2017 SBE meeting.

3. English Learner Progress Indicator (ELPI)

- Long-term English learners (LTELs) will be included in the ELPI, and LEAs and schools will receive “extra credit” for LTEL students who **advanced at least one level** on the annual California English Language Development Test (CELDT) from prior year to current year. Extra credit means that they will be counted twice: (1) once as an EL student who advanced at least one level on the annual CELDT, and (2) once as an LTEL student who advanced at least one level on the annual CELDT.

4. Chronic Absenteeism

- The SBE will review the newly collected attendance data at its November 2017 meeting to determine the timing for calculating Status.

5. Dashboard Alternative Schools Status (DASS)

- Schools participating in the DASS **will not be included in the** Fall 2017 Dashboard. Their data will also not be included in their LEA's Dashboard results. A list of Active DASS Schools is posted on the DASS Web page at <https://www.cde.ca.gov/ta/ac/dass.asp>.
- DASS schools **will be included in** the Fall 2018 Dashboard and will be held accountable for meeting the **same state indicators** set for traditional schools. However, **modified methods**—that fairly evaluate the performance and progress of alternative schools—will be used to calculate the results for DASS schools.

6. Reporting Foster Youth and Homeless Student Groups

- Foster Youth and Homeless student groups will be included **for the first time** in the LEA and school demographic information and student group reports.
- The *n*-size for LEAs is **15** students or more to receive a performance level (or color).
- The *n*-size for schools, which includes charter schools, is **30** students or more to receive a performance level (or color).

7. Small Student Populations

- A new methodology, called the "Safety Net," will be applied to schools and LEAs with small student populations for two state indicators:
 - Graduation Rate Indicator: When the number of students in the cohort is less than 150.
 - Suspension Rate Indicator: When the number of students cumulatively enrolled is less than 150.
- The Safety Net methodology removes the "Increased Significantly" and "Declined Significantly" Change levels from the performance level determinations.

- Small student populations will only receive one of three Change levels for the graduation and suspension rate indicators:
 - Increased
 - Maintained
 - Declined

8. Identification of LEAs for Technical Assistance Under the Local Control Funding Formula:

- LEAs will be identified for technical assistance for the first time in fall 2017, **based on the following student group performance in each of the three following priority areas:**
 - Priority 4: Pupil Achievement
 - Priority 5: Pupil Engagement
 - Priority 6: School Climate
- Intensive intervention requires three consecutive years of data. Therefore, the first time an LEA will be eligible for intensive interventions is in fall 2019.



California School Dashboard

What Data Will Be Used for the Fall 2017 Dashboard?

The table below lists the indicators uploaded by the California Department of Education to the Dashboard and the anticipated year(s) of data used to calculate Status and Change for the Fall 2017 release of the Dashboard. Note that the State Board of Education will review these indicators at their September 2017 meeting, and therefore, the information in the table is subject to change.

Indicator	Anticipated Data for Status	Anticipated Data for Change
Academic Indicator	2017 Average Distance from Level 3 (2017 Smarter Balanced Summative Assessments for ELA* and mathematics)	2017 Average Distance from Level 3 <i>minus</i> 2016 Average Distance from Level 3
Graduation Rate Indicator	2015–16 four-year cohort graduation rate (Class of 2016)	2015–16 four-year cohort graduation rate <i>minus</i> Three-year weighted average (i.e., 2014–15, 2013–14, and 2012–13)
Suspension Rate Indicator	2016–17 suspension rate	2016–17 suspension rate <i>minus</i> 2015–16 suspension rate
English Learner Proficiency Indicator	2017 and 2016 CELDT + 2016 reclassification data	2017 and 2016 CELDT + 2016 reclassification data <i>minus</i> 2016 and 2015 CELDT + 2015 reclassification data
College/ Career Indicator†	Graduates in the 2015–16 four-year graduation cohort (Class of 2016) Status only reported (No performance level or color)	Not Applicable

* ELA: English language arts/literacy

† Grade 11 Smarter Balanced results are included in the College/Career Indicator. However for transparency purposes, the Distance from Level 3 will also be reported.

Additional information about the indicators can be found in the **California School Dashboard Technical Guide**, which is located on the California Accountability Model & School Dashboard page of the California Department of Education Web site at <http://www.cde.ca.gov/dashboard>.



April 2017

California School Dashboard Reference Guide



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Equity Report

West Chavez Unified School District - San Joaquin County

Enrollment: 4,150
Socioeconomically Disadvantaged: 10%
English Learners: 5%
Foster Youth: N/A
Grade span: K-12
Reporting Year: Spring 2017

Equity Report
Status and Change Report
Detailed Reports
Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	2
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	4
College/Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	1

Local Indicators

	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two or More Years
Local Climate Survey	Met

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Optional Narrative Summary

A narrative text box will be provided as an optional feature for local educational agencies to describe their performance on the state and local indicators. This option will be included in the Dashboard Coordinator Portal to be completed by LEAs. The optional narrative will be displayed as text summary paragraph at the bottom each report to provide additional context and information.

General information about the school district or school

Report description

List of state indicators

Overall performance category

List of local indicators

Additional information and context provided by the district

Report navigation toolbar

Lists the number of student groups with information for each indicator

Lists the number of student groups receiving a red or orange on the state indicator

Information for local indicators

Performance level key

Notes about information shown in this report

ELEMENTS OF THE SYSTEM OF SUPPORT

Element	Description and Features
Pathways to Support and Assistance	<ul style="list-style-type: none"> • At least three pathways to support and assistance identified in statute: (1) through identification in the Dashboard, (2) LEA volunteers and requests support, and (3) COE denies approval of the Local Control and Accountability Plan (LCAP) and provides assistance. • County superintendent contacts LEA identified for differentiated assistance.
Initial Outreach to LEAs	<ul style="list-style-type: none"> • County superintendent contacts superintendent of school districts identified through the Dashboard for assistance and support. • Joint communication from state agencies to each LEA identified through the Dashboard for assistance and support. • The various agencies charged with providing assistance/support follow a consistent approach and are aware of the resources and supports available to LEAs and schools. LEAs and schools receiving assistance are not responsible for coordinating support.
Review of Data: Assessing Strengths and Underlying Causes for Student Outcomes	<ul style="list-style-type: none"> • The consistent approach to assistance should focus on supporting LEAs and local stakeholders to identify strengths and the underlying cause of the challenges and identifying options that address them building on their strengths and assets. • The Dashboard helps LEAs identify strengths, weaknesses, and areas in need of improvement, in conjunction with locally available data.
Support to LEAs and their Schools to Improve Student Outcomes	<ul style="list-style-type: none"> • LEAs are the primary drivers of the technical assistance and support they receive under LCFF. • The LCAP process is the driver for identifying needs, goals, and outcomes that can be addressed by aligning resources and actions/services to identified needs. Since COEs review and approve school districts' LCAPs, the assistance process should support and align with the LCAP development. • The approach to assistance should maintain and leverage points of connection through the LCAP development and review cycle, which creates connections between the Dashboard, LCAP process, and the system of support.

LCAP & Accountability Series

To register: 415-499-5870

ltrahan@marinschools.org

<https://www.eventbrite.com/o/administration-10756862616>



No Cost

LCAP 101:

October 2, 2017– 7:30am to 9:00am

- ♦ Understand the nuts and bolts of your LCAP, LCFF and Accountability

Local Indicators:

October, 17, 2017-7:30am to 9:00am

- ♦ Review Local Indicators on the 2017 Dashboard

Every Student Succeeds Act-Update:

October 26, 2017-7:30am to 9:00am

- ♦ Review of the California Accountability System and the role of your LCAP

Review your District Dashboard:

November 9, 2017 –8:00a.m. to 10:00

November 16, 2017-8:00a.m. to 10:00

- ♦ Continuous Improvement & planning

Increased and Improved Services

February 14, 2018-11:00am to 12:30pm

- ♦ Meeting the needs of all students

LCAP Template Update

February 27, 2018—7:30am to 9:00am

- ♦ Refresher training on the template