

Assessment & Accountability

CA School Dashboard | Statewide Results



Student Groups - California	Status Level*	Rate
All Students	Medium	3.1%
Foster Youth	Very High	12.4%
African American	High	7.9%
American Indian or Alaska Native	High	6.4%
Homeless	High	5.5%
Students with Disabilities	High	5.4%
Native Hawaiian or Pacific Islander	Medium	4.5%
Socioeconomically Disadvantaged	Medium	4.0%
Hispanic	Medium	3.3%
English Learners	Medium	3.2%
Two or More Races	Medium	2.9%
White	Medium	2.6%
Filipino	Low	1.2%
Asian	Very Low	0.9%

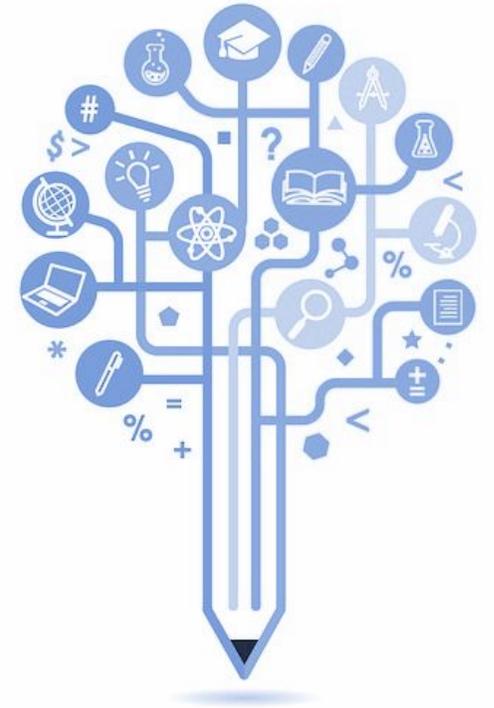
*The [status cut scores](#) for unified districts and K-12 schools were applied to the statewide data.

Schools by Suspension Rate Indicator Performance Levels

Schools (K-12)	Very High	High	Medium	Low	Very Low
8,467	7%	13%	32%	14%	35%

Resources to Leverage

- ❑ [SCCOE Dashboard Revisited](#) (video coming soon!)
- ❑ [CDE Dashboard Webinar Series](#)
- ❑ [CDE's Dashboard Communications Toolkit](#)
 - ❑ Flyers for Parents | Flyers for Parents
 - ❑ Webinars | Talking Points
- ❑ [ACSA: The 2022 CA School Dashboard](#) video



Resources to Leverage | Riverside COE



Fall 2022 California School Dashboard Indicators Communication, Contributors, Considerations, and Opportunities for Additional Analysis

Priority 4: Academic Indicators - English Language Arts (ELA)/Literacy and Mathematics			
Messaging	Possible Contributors	Current Considerations	Additional Analysis
<p>New baseline:</p> <ul style="list-style-type: none"> Similar to the initial launch of Smarter Balanced assessments in 2015, many students were introduced to the computer-based assessment system for the first time in 2022. Testing was suspended in 2020 and optional in 2021 therefore we are setting a new "baseline" from which to demonstrate growth in the upcoming years. <p>One measure:</p> <ul style="list-style-type: none"> The academic indicator is calculated using the Smarter Balanced Assessments and CA Alternate Assessments which represent one academic measure administered in the Spring. Local measures in 2022-2023 may already demonstrate academic improvements. Dashboard data is based on prior year (Spring 2022) assessments. <p>Communication Tools:</p> <ul style="list-style-type: none"> RCOE 2022 Dashboard Overview RCOE CAASPP Communication CDE Dashboard Toolkit CDE Dashboard Webinar summary CDE Academic Indicator flyer CDE English Learners in the Academic Indicator flyer CDE Participation Rate flyer CDE EL students on the Dashboard 	<p>Unfinished Learning:</p> <ul style="list-style-type: none"> Students may have experienced interrupted instruction during the COVID-19 pandemic in 2019-2020 and 2020-2021 school years which may have impacted their ability to master academic grade level content standards. Distance learning may have posed technological and pedagogical challenges in 2019-2020 and 2020-2021 leading to disruptions in access and engagement. Independent Study may not have been equally effective for all students. <p>Access</p> <ul style="list-style-type: none"> Did students have access to rigorous instruction aligned to grade level standards? Did students have access to learning resources and effective instruction during distance learning and/or independent study? Did students have access to necessary resources and effective in-person instruction? <p>Absenteeism</p> <ul style="list-style-type: none"> Given the substantial increase in chronic absenteeism in 2021-2022, did lost instructional time negatively impact academic outcomes? 	<p>Learning Acceleration:</p> <ul style="list-style-type: none"> How do we support educators to accelerate learning instead of remediating? How might educators address unfinished learning through rigorous instruction in grade level standards? (Student Learning, Unfinished not Lost, Accelerated Learning, TINTP) <p>Redefining Instruction:</p> <ul style="list-style-type: none"> How do we capitalize on the successful practices developed through digital, distance learning to maximize effective pedagogy? In what ways could distance and blended learning combine with Universal Design for Learning (UDL) to meet the needs of students through multiple means of engagement, representation, and action and expression? (SAMR, UDL, UDL and Blended Learning) <p>English Learner Student Group:</p> <ul style="list-style-type: none"> In the Academic Indicator, the EL student group is composed of students designated as English Learners along with students redesignated as fluent English proficient (RFEP) within the most recent 4-years. How do we ensure that analysis of the EL student group academic indicator outcomes provides a clear picture of EL needs? 	<p>To gain more insight into academic outcomes, consider additional opportunities to analyze data:</p> <ul style="list-style-type: none"> Positive outliers - who had success (schools and student groups)? What can we learn? Do achievement gaps persist for various student groups similar to prior data years? Were there improvements in closing the gap(s) or are gap(s) widening? Analyze disaggregated academic outcomes for English Learners and Redesignated Fluent English Proficient students, and further disaggregate by At-Risk Long-Term ELs and LTEs to determine which EL students may need additional support. Compare summative outcomes to local academic assessment results - Are interim measures in 2021-2022 predictive of 2022 summative outcomes? Are 2022-2023 interim measures indicative of improvement when compared to 2021-2022 interim results? Compare summative outcomes to course grades - Is classroom performance indicative of assessment outcomes? <p>Resources for Other State Indicators</p>

**It is recommended that communication with educational partners about Dashboard outcomes should be contextualized by describing district practices and services aligned to each indicator.*

[Academic Indicator](#)

[Chronic Absenteeism](#)

[ELPI](#)

[Graduation Rate](#)

[Suspension Rate](#)

Key Messages to Consider

1. Not a Surprise | *awareness prior to release*
2. Local Improvement Efforts Are Already Underway |
actions/interventions in progress to improve student outcomes
3. 2022 Dashboard Establishes a New Baseline |
move forward from here
4. Commitment and Focus on Student Learning & Equity |
opportunity to reinforce your vision, mission statement

Crafting Your Communication Plan

Dashboard Communication Plan 2022

LEA Name:

(Community Groups to consider for communication plan: Board of Education, School Faculty/Staff, Parents/Families, Students, Community Partners)

Community Group	Messages to Communicate	Data to Communicate	Form of Communication (e.g. memo, presentation, flyer)	Person(s) Responsible

Assessment Timeline Reminders

Assessment(s)	Testing Window
Initial ELPAC and Initial Alternate ELPAC	July 5, 2022, through June 30, 2023
California Alternate Assessment (CAA) for Science	September 6, 2022, through July 17, 2023*
<ul style="list-style-type: none"> • Smarter Balanced Summative Assessments for ELA and mathematics • California Science Test • CAAs for ELA and mathematics • California Spanish Assessment 	<u>January 10</u> through July 17, 2023*
Summative ELPAC and Summative Alternate ELPAC	<u>February 1</u> through May 31, 2023

*Or the end of the LEA's instructional calendar, whichever comes first.

ELPAC Training Reminders

- ❑ Complete required LEA certification ASAP!
- ❑ Develop and execute your training plan...
 - ❑ Test examiners must be trained annually for the grade levels or grade spans they are administering and access the DFAs corresponding to the LEA's form assignment
 - ❑ DFAs to be available in TOMS on January 10th
 - ❑ Form assignments can be accessed [here](#) (General Summative) and [here](#) (Alternate Summative)



SARC Update

- Data released on **January 12, 2023** via the SARC web application
 - ◆ Delay due Dashboard release
- Board approval and submission required by **February 1, 2023**
- Data for tables 6-10 is expected in Spring 2023
 - ◆ Second Board review/approval of the teacher data once populated is not required



QUESTIONS

State & Federal Programs and LCAP

State Grants Update

Arts, Music, and Instructional Materials Block Grant

- Funds may be encumbered through the 2025 - 26 school year.
- Local approval only. Two equal disbursements - December 2022 (*occurred*) and May 2023.

[Arts, Music, & Instructional Materials - Funding](#)

[Arts, Music, & Instructional Block Grant Information and Recordings](#)

[CDE Arts, Music, and Instructional Materials FAQ](#)

Learning Recovery Emergency Block Grant

- Funds may be encumbered through the 2026 - 27 school year.
- Does not require LEAs to develop a plan.
- Funds will be received in November 2022 (*occurred*) and in spring 2023
- Supplement, not supplant does not apply to these funds
- No annual audit requirement in the Ed. Code

[Allowable Uses Summary](#)

[CDE Funding Results Page - Learning Recovery Emergency Block Grant](#)

[CDE - FAQs and Allowable Uses](#)



Consolidated Application Reporting (CARS)

- ★ The normal winter collection window is January 15 - February 28
- ★ Be sure that you and anyone else who contributes data/information has an updated log-in (in the CAS portal) & the access they need
- ★ TBD- Winter collection list (will be posted on this [CDE page](#))
- ★ We will send out more information as we receive it
- ★ CARS page: <https://www3.cde.ca.gov/CARS/app/logon.aspx>
- ★ CAS page: <https://www3.cde.ca.gov/cdeauthentication/logon.aspx?programabbr=CARS>
- ★ CDE CARS info page: <https://www.cde.ca.gov/fg/aa/co/cars.asp>

The screenshot shows the California Department of Education's CARS Data Collection Forms page for the current fiscal year. The page title is "CARS Data Collection Forms - Current FY" and it includes a search bar at the top right. The main content area lists data collection forms for three fiscal years: 2019-20, 2020-21, and 2021-22. Each year's section lists various report types such as Expenditure Reports, Academic Performance, and Student Program Subgrant Budgets. There are also social media sharing options and a "Share this Page" button. The page footer includes contact information for the ConApp Support Desk and a last reviewed date of August 03, 2022.

Other Important Reminders

*Friendly
Reminders*

1. Needs Assessment & Progress Monitoring:
 - a. work on both of these for Title Grants, ESSER, LCAP and Federal Addendum
2. SARCs - February 1, 2023
 - a. needs data collection and local board approval
3. Comprehensive School Safety Plan- March 2023
 - a. updating and adoption

Save The Date!

Students. Equity. LCAP



Virtual LCAP Event February 14, 2023

Featuring:

- Keynote by Dr. Felicia Rutledge
- Virtual breakout sessions
- LCAP learning opportunities

Event page (with registration information)

<https://sites.google.com/sccoe.org/students-equity-lcap/home>

Thank You

Join us next month: February 2, 2023

Register for our meetings: <https://bit.ly/3d9b64Z>

Sign up for our newsletter: [Subscribe](#)

Resource folder: <https://bit.ly/AA-SF2022-23>

QUESTIONS