2022 Dashboard Summary

What to Consider When Reviewing Specific Indicators

Restarted California School Dashboard shows 2021–22 high school graduation rates hit historic highs; chronic absenteeism mirrors national trends

The 2022 California School Dashboard (Dashboard), publicly available today, shows that California's four and five-year high school graduation rates hit all-time highs in 2021–22, while the state's chronic absenteeism rate mirrored national trends for a year schools were open and employing safety measures to slow the spread of COVID-19 during Omicron-related community surges.

The Dashboard is a key component of California's integrated state and federal accountability system. It provides communities with transparent and meaningful information about the performance of districts, schools, and county offices of education on six state indicators: Graduation Rate, Suspension Rate, English Learner Progress, Academic Performance, and Chronic Absenteeism. Additionally, local measures are available based on information collected by districts, county offices of education, and charter schools.

The four-year cohort graduation rate—which is reported on California Department of Education's (CDE) web reporting system, DataQuest—measures the number of students who started as freshmen and graduated with their peers four years later. That rate climbed to 87.0 percent, up from 83.6 percent in 2020–21. Every student group showed improvement. Acknowledging high school staff challenges in calculating and assigning grades in the earliest months of the pandemic, the state enacted AB 104, which altered specific policies to encourage students in the Class of 2022 to push on toward earning a diploma. The graduation rates likely reflect those accommodations designed to help students most impacted by COVID-19.

Suspension Rates Down; English Learner Progress Continues

Other data on display today shows a slight decline in the suspension rate compared to 2018–19 and an increase in the percentage of English language learners making progress toward language acquisition over prepandemic levels—another indicator of educator and student persistence in difficult times.

Academic Performance Indicators Provide Another Look on Previously Released Data

The Dashboard also includes information on the performance of schools, districts, and county offices of education on the state's academic indicator, which incorporates English language arts and math test scores previously released. Academic performance on the Dashboard is a measurement of how well students are meeting grade-level standards, and it includes a federal penalty to local educational agencies (LEAs), schools, and student groups that do not meet the 95 percent participation rate.

Chronic Absenteeism Mirrored National Trends

Absenteeism has been a serious issue during the pandemic and beyond and has taken a great toll on many students in California and across the nation. State Superintendent Tony Thurmond and the

California Department of Education are working with districts to find solutions to counter chronic absenteeism. The CDE has put out guidance to give resources and best practices to school districts on ways to counter chronic absenteeism and will launch a new attendance webinar series in January.

The chronic absenteeism rate, which measures the number of students who missed 10 percent of the days they were enrolled for any reason, increased from 14.3 percent in 2020–21 to 30 percent in 2021–22, mirroring trends in other states. Florida's chronic absenteeism rate was 32.3 percent, Ohio's was also 30 percent, while Michigan reported 38.5 percent.

The absenteeism data reflects a year that started without a vaccine approved by the Centers for Disease Control and Prevention (CDC) for five to eleven-year-olds (the CDC approved this vaccine in November) and when the then-new Omicron variant triggered a surge in communities across California and the nation. The Omicron booster shot for children ages 5–11 was approved this October, and the booster for children 5 and under was approved last week.

Recovery Underway

Beginning with the earliest days of the pandemic, California has invested $23.8 billion in programs to jump-start learning recovery and support and engage students to further accelerate learning. Investments include:

- California's $4.7 billion Master Plan for Kids' Mental Health: All young people age zero through twenty-five will have ready access to mental health supports both inside and outside of school.
- Universal free meals: All students, regardless of income, have access to two free school meals per day—up to 12 million meals per day statewide.
- Expanded learning time: Elementary school students from low-income households, foster youth, and English learners will have access to enrichment programs year round and nine hours per day. At full scale in 2025, the $4-billion-per-year effort will serve an additional 1.5 million students per year.
- The Community Schools Partnership Program: Roughly 1 out of every 3 schools in California will receive $4.1 billion to focus more on student and parent engagement, expanded access to mental health supports, and wraparound services.

To support and engage students to further accelerate learning, CDE has been working with partners and LEAs to share best practices, strategies, and guidance to ensure that students are benefitting from these important state investments.

Statewide Indicators

Graduation Rate – The Graduation Rate Indicator shows the number of students who graduate high school within a specified timeframe and with a diploma. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2022 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2022) as well as students from the prior cohort (Class of 2021) who graduated in their fifth year of high school. Additional information about the Graduation Rate Indicator can be found at http://www.cde.ca.gov/ta/ac/cm/dashboardgrad.asp.

The statewide four-year adjusted cohort graduation rate, as reported on DataQuest, is at an all-time high of 87.0 percent and improved for every student group.

STUDENT GROUP	2020–21	2021–22
State (All Students)	83.6%	87.0%
African American	72.5%	78.6%
American Indian or Alaska Native	73.0%	78.8%
Asian	94.1%	95.2%
English Learners	67.1%	71.8%
Filipino	93.8%	95.4%
Foster	55.7%	61.4%
Hispanic/Latino	80.5%	84.7%
Homeless	67.8%	72.9%
Pacific Islander	81.7%	84.9%
Socioeconomically Disadvantaged	80.4%	84.5%
Students with Disabilities	68.6%	73.8%
White	88.2%	90.6%
Two or More Races	85.5%	89.4%

English Learner Progress – The English Learner Progress Indicator (ELPI) represents the percentage of English learner students who are progressing toward English language proficiency. The indicator measures progress toward English language proficiency by comparing English learner student results from the current English Language Proficiency Assessments for California (ELPAC) Summative to the prior year ELPAC Summative results.

The English Learner Progress Indicator is the only state indicator that reports on only one student group, the English learner student group.

Additional information on the English Learner Progress Indicator can be found at https://www.cde.ca.gov/ta/ac/cm/dashboardelp.asp.

Similar to all student enrollment trends, the total number of English learners (ELs) declined in California from 2018–19 to 2021–22, but the percent making progress toward language acquisition (as measured on the Dashboard) increased by two percentage points.

ACADEMIC YEAR	PERCENT OF ELS MAKING PROGRESS TOWARD LANGUAGE ACQUISITION	STATEWIDE NUMBER OF EL STUDENTS IN THE ELPI
2021–22	50.3%	785,734
2018–19	48.3%	844,257

Chronic Absenteeism – The Chronic Absenteeism Indicator shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Students who are chronically absent miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see whether chronic absenteeism is a problem at a school or across a district. Additional information about the Chronic Absenteeism Indicator can be found at https://www.cde.ca.gov/ta/ac/cm/dashboardchronic.asp.

The statewide chronic absenteeism rate, as demonstrated on DataQuest, more than doubled from 2020–21 to 2021–22.

STUDENT GROUP	2020–21	2021–22
State (All Students)	14.3%	30.0%
African American	26.8%	42.5%
American Indian or Alaska Native	26.9%	43.6%
Asian	3.9%	11.4%
English Learners	17.5%	34.7%
Filipino	4.2%	15.5%
Foster	34.5%	46.5%
Hispanic/Latino	17.1%	35.4%
Homeless	29.5%	46.1%
Pacific Islander	22.4%	42.8%
Socioeconomically Disadvantaged	19.4%	37.2%
Students with Disabilities	21.4%	40.6%
White	10.0%	23.2%
Two or More Races	10.9%	24.4%

Suspension Rate – The Suspension Rate Indicator shows the percentage of students who were suspended for at least one full day during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see whether there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others. (Note: A student is counted as suspended in the suspension rate only once, regardless of multiple suspensions or multiple days of suspension.) Additional information about the Suspension Rate Indicator is available at https://www.cde.ca.gov/ta/ac/cm/dashboardsusp.asp.

Suspension rates, as shown year over year on DataQuest, are slightly down from the last comparable year (2018–19) to 3.2 percent. This rate indicates the percentage of students who were suspended one or more times.

ACADEMIC YEAR	UNDUPLICATED COUNT OF STUDENTS SUSPENDED	SUSPENSION RATE
2021–22	192,365	3.2%
2020–21	12,301	0.2%
2019–20	154,718	2.5%
2018–19	219,446	3.5%

Dashboard Background

The California School Dashboard is a data-driven approach to provide the whole picture of a school or district for educators and parents. In addition, it allows local communities to identify opportunities and target resources to better serve students in their individual contexts and provides parents and educators with meaningful information on school and district progress so they can participate in plans to improve student learning.

In prior years, the Dashboard reported performance levels through the use of colors: blue, green, yellow, orange, and red. These performance levels were determined using two years of data utilizing **Status** (current year performance) and **Change** (current year performance and the difference from prior year to show growth or decline). Because the pandemic interrupted the statewide data collection, assessment, and accountability systems, the 2022 Dashboard is a *restart* of California's accountability system and **only current year performance (Status) is being reported on the 2022 Dashboard**. New graphics visually represent the five Status levels for 2022: Very Low, Low, Medium, High, and Very High.

System of Support

The Dashboard supports the identification for California's system of support, a key aspect of California's accountability and continuous improvement system. The goal of the system of support is to help local educational agencies and their schools meet the needs of each student they serve.

LEAs Eligible for Assistance

California's accountability and continuous improvement system is based on a three-tiered system:

- **General assistance** – resources and assistance that are made available to all local educational agencies
- **Differentiated assistance** – local educational agencies that meet certain eligibility criteria for additional support
- **Intensive intervention** – local educational agencies with persistent performance issues over a period of time

The eligibility criteria for differentiated assistance for local educational agencies (excluding charter schools) are:

- LEA Criteria for Differentiated Assistance
- LEA Criteria for Differentiated Assistance (PDF)

Qualifying for Additional Help to Support Student Needs

Based on results from the Dashboard, the CDE determines districts eligible for differentiated assistance under the Local Control Funding Formula (LCFF) and schools eligible for comprehensive support and improvement (CSI) and additional targeted support and improvement (ATSI) under the Every Student Succeeds Act (ESSA). Districts and schools meeting the criteria are eligible for additional assistance and support.

For the past two years (2019–20 and 2020–21), many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on local educational agencies (LEAs), schools, and students. LEAs identified as eligible for Level 2 technical assistance, commonly referred to as differentiated assistance (DA), remained eligible for this specialized support during this period.

DA is provided to LEAs that have been identified for individually designed assistance to address performance issues, including significant disparities in performance among student groups based on the Dashboard. DA is focused on building the capacity of LEAs to develop and implement actions and services responsive to student and community needs to improve outcomes for students.

Differentiated Assistance

In this unique context, the number of school districts and county offices of education eligible for differentiated assistance (DA) based on 2022 Dashboard indicators is 628.

LEAs eligible for DA based on the 2022 Dashboard will receive primary support from their county offices of education (COEs). COEs can also be eligible to receive DA based on the Dashboard for the student performance outcomes of their COE-run schools, including court and community schools. The CDE is the primary provider of DA to COEs. Note that due to legislative changes that were made to eligibility criteria following the release of the 2019 Dashboard, charter schools will continue to not be eligible for differentiated assistance. Charter schools will resume eligibility for differentiated assistance with the release of the 2023 Dashboard and receive DA support from the COE in which the charter school is located.

Why Are the Colors Missing from the 2022 Dashboard?

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on local LEAs, schools, and students. Beginning with the 2021–22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard. The Every Student Succeeds Act requires all states to determine schools eligible for support. Similarly, under state law, Assembly Bill 130, which was signed into law in 2021, mandated the return of the Dashboard, using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only

the 2021–22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors are not reported.)

Prior to the pandemic, LEAs, schools, and student groups received performance colors on the Dashboard (blue, green, yellow, orange, red), where blue indicated the highest performance and red the lowest performance. No performance colors will be assigned in 2022, but in 2023 performance colors will return for all state indicators except the CCI. Performance colors for the CCI will return in 2024.

Because 2022 is a restart for school and LEA accountability, **only current year performance (Status) will be reported on the 2022 Dashboard**. Instead of performance colors, new graphics visually represent the five Status levels for 2022: Very Low, Low, Medium, High, and Very High.

VERY LOW   **LOW**   **MEDIUM**   **HIGH**   **VERY HIGH**

For two state indicators, chronic absenteeism and the suspension rate indicator, a Status of Very Low is desirable. For these indicators, a Status of Very High would indicate support is needed. Due to this reverse goal, the "cell phone bars" for the Chronic Absenteeism and Suspension Rate Indicators are reversed on the 2022 Dashboard. As illustrated below, the High Status level is reflected with two of the five Status level bars being filled.

Chronic Absenteeism
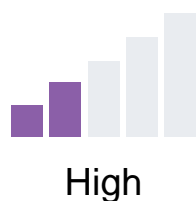
High

For all the other state indicators a Status of Very High is desirable, and a Status of Very Low indicates that attention is needed in those areas.

How Performance Is Measured in the 2022 Dashboard

The California School Dashboard reports how districts and schools are performing on multiple state and local indicators that make up California's accountability system. The results are used to identify strengths and weaknesses and help ensure that the needs of all students are met.

In prior Dashboard reporting years, performance on state indicators were reported through the use of colors: blue, green, yellow, orange, and red. Blue represents the highest performance level, while red represents the lowest performance level. These performance levels were determined using two years of data utilizing current year performance (or Status) and the difference from prior year to show growth or decline (or Change).

Due to requirements under Assembly Bill 130, the California Department of Education can display only the most current year of data (or Status) on the 2022 Dashboard. Therefore, every LEA, school, and student group will receive one of five Status levels on the 2022 Dashboard based on 2021–22 school year data. These Status levels range from Very High, High, Medium, Low, and Very Low. Change levels and performance colors are not reported. For more information on the reporting of Status levels only for the 2022 Dashboard, please refer to the [Reporting Current Year Data Only flyer](#) (PDF).

Note that next year, for the 2023 Dashboard, Status, Change, and performance colors will be reported.

For additional information, see the Status Cut Scores for 2022 Dashboard at https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp.

Local Measures

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under the Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state-level data collected are referred to as local indicators. The seven local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
- Coordination of Services for Foster Youth (Priority 10, for COEs only)

In addition to being a public record of progress on the Dashboard, the local indicator process serves to inform process and planning within the Local Control and Accountability Plan (LCAP). Further, progress in local indicators can inform technical assistance provided through the differentiated assistance process. For more information, please see the [California's System of Support web page](#). For additional information on local indicators, please visit https://www.cde.ca.gov/ta/ac/cm/documents/gettingknowdashboard22.pdf.

Additional Resources

Learning Acceleration Webinar Series

State Superintendent Tony Thurmond and the CDE have hosted three webinars in a series to help schools target billions in state funding to accelerate student learning and recovery. The first [Learning Acceleration webinar was held on October 11](#) to update local educational agencies, including district and charter school administrators and classroom educators, on learning acceleration and ways schools are using billions of dollars in state funding to successfully address the learning loss from the pandemic. The event featured presentations from leadership at both Berkeley Unified School District and Lodi Unified School District, and Superintendent Thurmond

was joined by Dr. Linda Darling-Hammond, President of the California State Board of Education, and experts from the California Collaborative for Educational Excellence. The second webinar, Learning Recovery Emergency Block Grant, was held on November 10 with nearly 1,000 school administrators, educators, and education partners participating to walk through the requirements of the new Learning Recovery Emergency Block Grant (LREBG). The third webinar, Learning Acceleration Webinar: Mathematics, took place on December 14, focusing on learning acceleration strategies to support student learning in math. The CDE Facebook page hosts full recordings of the November 10 Learning Recovery Emergency Block Grant webinar, the October 11 Learning Acceleration webinar, and the December 14 Learning Acceleration Mathematics webinar.

Attendance Webinar Series

State Superintendent Tony Thurmond and the CDE will be launching a new webinar series, in partnership with Attendance Works, to explore how chronic absence can be woven into a key area of existing work. Each webinar will include the voices of practitioners offering concrete examples of how they combat chronic absence in their own schools and communities. The first webinar, Rising to the Challenge, will be held on Wednesday, January 18, 2023, at 11 a.m. to 12:30 p.m. Details and registration information are forthcoming.

Dashboard Resources

To support use of the 2022 Dashboard, a Dashboard Toolkit is available on the CDE Dashboard Communications Toolkit web page at https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp.

The CDE annually publishes the School Dashboard Additional Reports with data that expands on the information reported on the Dashboard. These reports can be accessed through the CDE School Dashboard Additional Reports web page at https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp.

The Dashboard technical guide is the key to learning the business rules and calculation formulas for each state indicator. Unlock this information by downloading the guide posted on the CDE Dashboard Resources web page at https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp. The Dashboard Resources web page also contains flyers, archived webinar materials, translations, and FAQs for parents, educators, and those new to the Dashboard.

Contact Us!

Still have questions? Contact us at our new Dashboard email: Dashboard@cde.ca.gov.

New updates are also posted on our social media. Follow us on Twitter at @CDEDashboard.