California's New Accountability System

California School Dashboard

Technical Guide
2016–17 School Year

February 2017

Prepared by the
California Department of Education

Available online at:
http://www.cde.ca.gov/dashboard/

Table of Contents

Preface 1

The New Integrated Accountability and Continuous Improvement System 2

Background 2

An Integrated Accountability System 3

State Indicators 4

Local Indicators 4

2017 Dashboard Reporting Timeline 4

Who Gets a Dashboard? 5

Exception: Alternative Schools 5

Alternative Schools Accountability Model: Application Process and Current School List 5

Local Educational Agency-Level Data: Alternative and Charter Schools 5

How Do You Get a Performance Level (or Color)? 6

Colored Circles 6

The California Model 7

Status 7

Change 8

Performance Level (or Color) 8

Do You Always Get a Performance Level (or Color)? 10

Accessing the California School Dashboard 12

Equity Report 12

Status/Change Report 13

Detailed Reports 14

Student Group Report 14

Local Indicators 14

Student Groups 16

English Learners 16

English Learners Only 17

Table of Contents (continued)

Reclassified Fluent English Proficient Only 17
Foster Youth 17
Homeless 17
Socioeconomically Disadvantaged 18
Students with Disabilities 18
Race/Ethnicity 19
State Indicators 20
Suspension Rate Indicator 20
Who Receives this Indicator? 20
Data Source 20
Calculation Formula for Status 20
Calculation Formula for Change 20
Suspension Rate Rules 21
Cut Scores and Five-by-Five Color Tables 21
Key Differences 22
Reverse Goal 22
Charter Schools and Single School Districts 22
Automatic Assignment of a Performance Level 22
Student Groups and Data Corrections 22
Examples of How an LEA, School, or Student Group Will Receive a Performance Level on the Suspension Rate Indicator 23
English Learner Progress Indicator 25
Who Receives this Indicator? 25
Data Source 26
California English Language Development Test 25
Reclassified English Learners 26
Calculation Formula for Status 26
Calculation Formula for Change 26

Table of Contents (continued)

Cut Scores and Five-by-Five Color Tables 27
Automatic Assignment of a Performance Level 27
Student Groups and Data Corrections 27
Examples of How an English Learner Student Group Will Receive a Performance Level on the ELPI 28
Future Changes 30
Graduation Rate Indicator 30
Who Receives this Indicator? 30
Data Source 30
Calculation Formula for Status 30
Three-Year Weighted Average 31
Calculation Formula for Change 31
Cut Scores and Five-by-Five Color Tables 31
Student Groups and Data Corrections 31
Examples of How an LEA, School, or Student Group Will Receive a Performance Level on the Graduation Rate Indicator 32
Future Changes 34
Academic Indicator (Grades 3-8): English Language Arts/Literacy and Mathematics 34
Who Receives this Indicator? 34
Data Source 34
Distance from Level 3 35
No Scale Score 35
Calculation Formula for Status 35
California Alternate Assessment 35
Calculation Formula for Change 36
English Learners New to the Country, Parent Waivers, and Medical Emergency 37
Cut Scores and Five-by-Five Color Tables 37
Student Groups and Data Corrections 37

Table of Contents (continued)

English Learners Only and Reclassified Fluent English Proficient Only Student Groups 37
Examples of How an LEA, School, or Student Group Will Receive a Performance Level on the Academic Indicator 38
Future Changes 40
Detailed Reports 41
College/Career Indicator 41
Who Receives this Indicator? 41
Local Indicator this Year, but State Indicator in 2017–18 41
Data Sources 41
Examples of How a Graduate is Placed in One of Three CCI Performance Levels 42
College/Career Indicator Model *in Table Format* 43
College/Career Indicator Model *in Graphic Format* 44
Calculation Formula 45
Status Only Data Displayed on the Dashboard 45
Future Changes 46
Grade Eleven Distance from Level 3: English Language Arts/Literacy and Mathematics 47
Who Receives this Indicator? 47
Data Source 47
No Scale Score 49
Distance from Level 3 48
Calculation Formula for Status 48
California Alternate Assessment 48
English Learners New to the Country, Parent Waivers, and Medical Emergency 48
Calculation Formula for Change 49
Performance Level (or Color) 49

Table of Contents (continued)

Student Groups and Data Corrections 49
English Learners Only and Reclassified Fluent English Proficient Only Student Groups 49
Examples of How an LEA, School, or Student Group Will Receive Status and Change on the Grade Eleven Distance from Level 3 Report 50
Local Indicators 54
Lowest Five Percent of Title I Schools and Local Educational Agencies Eligible for Support 54
Lowest Five Percent of Title I Schools 54
Local Educational Agencies Eligible for Technical Assistance/Intensive Interventions 54
Criteria 55
Examples of How LEAs Are Eligible for Technical Assistance 56
Appendix A: Distributions, Cut Scores, and Five-by-Five Color Tables 59
Appendix B: Self-Assessment Tools for Local Indicators 91
Appendix C: Academic Indicator and Grade Eleven Distance from Level 3: Inclusion and Exclusion Rules 100
Appendix D: Scale Score Ranges for the Smarter Balanced Summative Assessments 105
Appendix E: Summary of Data Used in the Dashboard 106
Appendix F: CALPADS Data Used in Indicators Reported by the CDE 107
CDE Contacts and Related Internet Pages 108
Acronyms 110

Preface

This guide provides technical information on California's new accountability system, specifically in regards to the state indicators reported in the California School 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.

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in applying accountability requirements to an LEA or school. The guide should be used in conjunction with academic accountability information provided through the California Department of Education (CDE) California Accountability Model Web page at http://www.cde.ca.gov/ta/ac/cm/index.asp and from e-mail and correspondence disseminated by the CDE to accountability coordinators.

For information about being added to the CDE accountability coordinators listserv, please visit the Accountability Listserv Web page at http://www.accountabilityinfo.org/ or contact the Academic Accountability Unit (AAU) by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov.

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

Questions about:

- Calculations of the state indicators, the College/Career Indicator, and the Grade Eleven Distance from Level 3 Report should be addressed to the AAU at by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov.

- Technical errors in accessing the Dashboard, importing local indicators into the Dashboard, and questions regarding the Local Control Funding Formula should be addressed to the Local Agency Support Systems Office by e-mail at lcff@cde.ca.gov.

Material in this publication is not copyrighted and may be reproduced.

The New Integrated Accountability and Continuous Improvement System

Background

On September 8, 2016, the State Board of Education (SBE) approved key elements of a new integrated accountability and continuous improvement system that will evaluate local educational agency (LEA) and school performance in areas critical to students' preparedness for college and career. These areas are founded on the Local Control Funding Formula (LCFF) ten state priorities and include graduation rates, suspension rates, college/career preparedness, assessment scores, and the progress of English learners (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 Local Control and Accountability Plan (LCAP). (Note: Two of the priority areas are limited to county offices of education [COEs].) These priority areas range from student achievement (performance on standardized tests and percent of ELs that become English proficient); school climate (suspension rates); and student engagement (graduation rates, chronic absenteeism rates, dropout rates, etc.). (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 Every Student Succeeds Act (ESSA) was signed into federal law, which reauthorized the Elementary and Secondary Education Act (ESEA) 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., growth measure)
4. Progress in English language proficiency for ELs
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.)

(The ESSA can be accessed on the U.S. Department of Education Every Student Succeeds Act Web page at http://www.ed.gov/essa.)

An Integrated Accountability System

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

This new system, based on multiple measures, will use the California School Dashboard (hereafter referred to as the Dashboard), which includes state and local performance standards for all LCFF priorities, to report progress. These performance standards will be used to support LEAs in identifying strengths, weaknesses, and areas for improvement; to assist in determining whether LEAs are eligible for assistance; and to assist the State Superintendent of Public Instruction in determining whether LEAs are eligible for more intensive state support/intervention.

Figure 1 illustrates the components under the new accountability system.

Figure 1 State and Local Indicators Listed by Priority Areas

Priority Areas	State Indicator	Local Indicator
Priority 1: Basic Services or Basic Condition at schools	N/A	Text books availability, adequate facilities, and correctly assigned teachers
Priority 2: Implementation of State Academic Standards	N/A	Annually report on progress in implementing the standards for all content areas
Priority 3: Parent Engagement	N/A	Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs
Priority 4: Student Achievement	• Academic Indicator (Grades 3–8) • English Learners Progress Indicator	• Grade 11 Distance from Level 3 Report
Priority 5: Student Engagement	• Graduation Rate Indicator • Chronic Absenteeism Indicator (not available until fall 2018)	N/A
Priority 6: School Climate	Suspension Rate Indicator	Administer a Local Climate Survey every other year
Priority 7: Access to a Broad Course of Study	N/A	College/Career Indicator (A local indicator for the initial release of the Dashboard)
Priority 8: Outcomes in a Broad Course of Study		

Priority Areas	State Indicator(s)	Local Indicators
Priority 9: (COEs Only) Coordination of Services for Expelled Students		Annual survey that measures progress in coordinating instruction for expelled students
Priority 10: (COEs Only) Coordination of Services for Foster Youth		Annual survey that measures progress in coordinating services for foster youth

By reporting performance on multiple measures that impact student performance across the LCFF priorities, the new 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 target areas of need.

State Indicators

Each state indicator illustrated in Figure 1 will be described in detail in a section titled "State Indicators." Detailed information will include, in part, technical information on the various calculation methodologies and rules used to calculate each of these indicators. Because chronic absenteeism data are being collected for the first time through the 2017 end-of-year California Longitudinal Pupil Achievement Data System (CALPADS) reporting, these data will not be available to use for the initial release of the Dashboard in early 2017. The SBE will determine when these data can be used for accountability at a future meeting.

Local Indicators

Figure 1 also identifies the local indicators that are uploaded by LEAs into the Dashboard. Note that **schools will not have local indicators** reported in their Dashboard. **Local indicators are a feature in the LEA Dashboard only.** The section titled "Local Indicators" within this Technical Guide will provide technical information on the local indicators that will be reported in the initial release.

2017 Dashboard Reporting Timeline

- February 2017: LEA Preview of the Dashboard
  The Dashboard will only be accessible to LEAs. The preview period will allow LEAs to provide feedback to the CDE.
- March 2017: Public Release of the Dashboard
  The data results reflected in the March 2017 Dashboard will not be used to identify districts for support or intensive interventions.
- Fall 2017: Release of the 2017–18 Dashboard
  The data results reflected in the fall 2017 Dashboard will be used to identify districts for technical assistance. Note: Subsequent years will adhere to the fall release schedule for the Dashboard.

Who Gets a Dashboard?

All LEAs and traditional schools, including charter schools, will receive accountability results reported within their Dashboard.

Exception: Alternative Schools

Alternate indicators are in development for alternative schools. Therefore, all alternative schools (i.e., continuation, juvenile hall, and schools that participate in the Alternative Schools Accountability Model [ASAM]) **will not** be included in the current release of the Dashboard. It is anticipated that the new accountability system for alternative schools will continue development through the 2017–18 school year for potential launch in fall 2018.

Alternative Schools Accountability Model: Application Process and Current School List

To view a current list of all participating ASAM schools, or to get information on how to apply to become an ASAM school, please access the CDE ASAM Web page at http://www.cde.ca.gov/ta/ac/am/.

Schools that were approved and designated as ASAM as of June 30, 2016, **will not** be included in the current release of the Dashboard and **were excluded** from the distributions used to set cut scores for each of the state indicators.

Local Educational Agency-Level Data: Alternative and Charter Schools

Since alternative schools will be held accountable under a separate accountability system (as noted above), these schools' data are not "rolled up" or included in the LEA results.

Since charter schools are treated as LEAs under the LCFF, these schools' data are also not "rolled up" or included in the charter authorizing agency's results.

Please note that since alternative and charter schools' results are not included in the LEA data, the graduation and suspension rates reported in the LEA Dashboards **will not match** the **graduation and suspension rates** reported in the CDE's **DataQuest**. The graduation and suspension rates displayed in LEA Reports on the DataQuest Web site includes charter and alternative schools' data.

How Do You Get a Performance Level (or Color)?

At the May 2016 SBE meeting, the SBE approved the methodology for calculating performance on the state indicators.

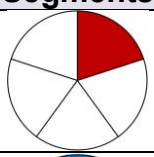
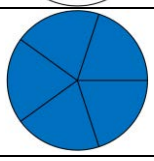
The adopted methodology, known as the California Model, is two-dimensional and uses two data components: Status and Change.

Figure 2: Sample Dashboard Report

State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate (K-12)	
English Learner Progress (K-12)	
Graduation Rate (9-12)	
College & Career	N/A
English Language Arts (K-8)	
Mathematics (K-8)	

Colored Circles

Throughout the Dashboard, information on the state indicators will include circles, such as those under the “All Students Performance” column in Figure 2 above. The circles represent performance levels, which identify if standards were met. Each circle has a different number of colored segments. For example:

Performance Level	Number of Colored Segments
The red performance level is represented by a five-segmented circle with one segment colored in red:	
The blue performance level is represented by a five-segmented circle with all five segments colored in blue:	

Having differing number of colored segments ensures that individuals who are color blind can distinguish the performance levels (or colors) and allows all viewers to differentiate the performance levels if the report is printed in black and white. The color definitions are explained in detail in the next section.

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 current 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

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 current year data (or results) 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

"Change," in the California Model, is defined as the difference in results from the current year to the prior year or a multi-year average:

Status minus ***Prior Year (or Multi-Year Average)*** = **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 ELs 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. Using prior year and current year(s) data, the difference in performance were 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)

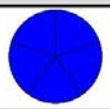
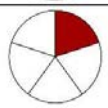
3. The two distributions (positive and negative change) were combined.

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 color table. See Figure 3 for an example of a five-by-five color table.

Each of the 25 performance levels are represented by one of five colors:

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

The state goal for all state indicators is to **reach the Green** performance level. Any performance level below Green (i.e., Yellow, Orange, or Red) indicates that improvement is needed.

Here is an example on how to use the five-by-five color tables:

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.

Figure 3

Change

Status: 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

Do You Always Get a Performance Level (or 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" varies by each state indicator.

Table 1 identifies the data used to determine the N size of "30 or more" for the state indicators as well as the College/Career Indicator and the Grade Eleven Distance from Level 3 Reports available under the Detailed Reports tab. Table 1 also identifies the data source.

Less than 30 Students

LEAs, schools, and student groups with **less than 30 students** in the denominator in both the current and prior years will not receive a performance level. However, the Dashboard will display Status and Change data for numbers between 11 to 29. In these instances, a performance level (or color) will not be displayed, but LEAs and schools will be able to view the data. Data for **less than 11 students** will not be reported due to privacy reasons.

Table 1

Indicator	Data Used to Determine "30 or More"	Data Source
Suspension Rate	Enrollment (Cumulative enrollment or the total count of unique [unduplicated] primary, secondary, and short-term enrollments within the academic year.)	CALPADS
English Learner Progress	Annual CELDT* test takers	CELDT* file from testing vendor
Graduation Rate	All students in the four-year graduation cohort	CALPADS
Academic (Grades 3 through 8 in English language arts/literacy [ELA] and mathematics)	All students who take the CASSPP in grades 3 through 8 who are continuously enrolled** (Note: Students who take the California Alternate Assessment [CAA] are not included. Please see Appendix C for the complete inclusion and exclusion rules.)	CAASPP file from testing vendor
College/Career	All students in the four-year graduation cohort	CALPADS

Indicator	Data Used to Determine "30 or More"	Data Source
Grade 11 Distance from Level 3 (ELA and mathematics)	All students who take the CAASPP in grade 11 who are continuously enrolled** (Note: Students who take the California Alternate Assessment [CAA] are not included. Please see Appendix C for the complete inclusion and exclusion rules.)	CAASPP file from testing vendor

*CELDT: California English Language Development Test
**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.

Accessing the California School Dashboard

The Dashboard can be accessed on the CDE **California Accountability Model** Web site at http://www.cde.ca.gov/ta/ac/cm/index.asp. The Dashboard contains four reports:

1. **Equity Report**

   When a viewer first accesses the Dashboard, the first report they will see will be the Equity Report. (This report is the first report tab on the left.) This report provides results for the state and local indicators. The following information is reported for the *state* indicators:

   - The overall performance level for all students (i.e., schoolwide or LEA-wide)
   - The total number of student groups with significant enough numbers to receive a performance level (See section titled "Student Groups" for more information on numerical significance.)
   - The total number of numerically significant student groups that received the two lowest performance levels (i.e., Orange and Red).

   Example: In Figure 4 below, for the Suspension Rate Indicator, the overall performance level for all students is Yellow. Of the 11 numerically significant student groups, three of them had either an Orange or Red performance level. Note: The second half of this report displays the local indicator results, which are described in the next section below.

Figure 4: Equity Report

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report provides the performance levels for the state indicators and identifies the total number of student groups represented in each indicator, in addition to the number of student groups in red/orange.

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

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)		11	3
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		8	7
College & Career	N/A	N/A	N/A
English Language Arts (K-8)		5	1
Mathematics (K-8)		5	4

2. Status/Change Report

The third tab from the left is the Status/Change Report. This report provides results for the state indicators:

- The overall performance level for all students (i.e., schoolwide or LEA-wide)
- The data for Status, which was used to determine the Status level.
- The data for Change, which was used to determine the Change level.
- The performance levels (e.g., “Very High” in Status and “Declined” in Change)

Example: In Figure 5 below, for the Graduation Rate Indicator, the overall performance level for all students was Green. The Status was 86 percent; the Change was 5 percent. These percentages allow viewers access to the percentage points calculated and used to derive the performance level.

Figure 5: Status/Change Report

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The status and change report provides the performance level for all students on all state indicators and identifies the status for the current year and change relative to the prior year for each state indicator.

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

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.5%	Declined -1.1%
English Learner Progress (K-12)		Low 62%	Increased +1.5%
Graduation Rate (9-12)		Medium 86%	Increased +5%
College & Career	N/A	N/A	N/A
English Language Arts (K-8)		Low 60 points below level 3	Declined -10
Mathematics (K-8)		Very Low 15 points above level 3	Declined Sig. -25

3. **Detailed Reports**

   The Detailed Reports will contain data for the College/Career Indicator and the Grade Eleven Distance from Level 3 Report. These two reports are explained in detail in the section titled "Detailed Reports." Please note that ***only*** Status and Change data ***will be displayed*** but performance levels (or colors) ***will not be displayed***. LEAs, schools, and student groups will not receive a performance level for the College/Career Indicator and the Grade Eleven Distance from Level 3 Report for the spring 2017 release of the Dashboard.

4. **Student Group Report**

   The Student Group Report displays the student group performance or performance levels (colors) for all of the state indicators.

Local Indicators

The bottom of the Equity Report will contain data reported for local indicators (see Figure 6). These data are **uploaded into the Dashboard by the LEA**.

The LCFF statute requires that the new accountability system include standards for all LCFF priorities. The criteria established for state indicators include: (1) being valid and reliable 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, ELs, and students with disabilities [SWD]) and progress on the indicators is reported through the Dashboard.

However, there are several LCFF priority areas that do not meet the criteria established for state indicators. These remaining priority areas are considered local indicators and will require LEAs to determine whether they have *Met, Not Met, or Not Met for More than Two Years* the standards for each applicable local indicator. The local indicators **only** apply at the LEA level. LEAs will use the local indicators to evaluate and report their progress on priority areas. These local indicators will appear on the LEA Dashboard within the Equity Report.

For each local indicator on the Equity Report, LEAs must complete the following steps to meet the approved standards:

1. Measure their progress using locally available information,

2. Report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board, and

3. Upload and publicly report the results through the Dashboard

LEAs measure progress by completing local self-reflection tools or the self-reflection tools provided by the Dashboard or from a menu of local measures, and report these results to local governing boards, stakeholders and members of the public. After the completion of the self-assessment/local measures options and reporting of progress, LEAs will use the *Met, Not Met, or Not Met for More than Two Years* criteria to assess its performance.

Appendix B identifies the self-reflection tools that have been approved by the SBE.

Figure 6

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

Student Groups

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

Student group data **will be reported** in the Dashboard if:

- There are **30 or more students** in the group for both the current and prior year. These groups **will receive** a performance level (or color) and the Status/Change data will also be displayed.
- There are **11 to 29 students** in the group. These groups **will not** receive a performance level (or color) on the Dashboard. However, the Status/Change data will be displayed.

Student group data ***will not*** be reported in the Dashboard if:

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

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

English Learners

State Indicator	Definition	Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
Suspension Rate	Students who are marked as EL at any time during the academic year.	CALPADS: Discipline data submitted in the End-of-Year (EOY) 3 Submission. LEAs must certify data by the initial deadline and make corrections during the amendment window by the correction deadline.	2015-16 Discipline Data Initial Deadline: July 1, 2017 Correction Deadline: August 11, 2017
English Learner Progress	Students who take the annual CELDT in the current year or students who were reclassified fluent English proficient (RFEP) in the prior year (i.e., July 1, 2013 to June 30, 2014).	CELDT data is from the testing vendor. The RFEP data are extracted out of the CALPADS Operational Data Store (ODS) by the CDE.	The 2016–17 CELDT correction window is from February 27–March 24, 2017. The extraction date is still to be determined. LEAs and schools are advised to review their RFEP data in CALPADS and make any corrections in the CALPADS ODS prior to the extraction date.

State Indicator	Definition	Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
Graduation Rate	Students who are marked as EL at any time during the four-year cohort.	CALPADS ODS: Submit by initial CALPADS Fall 1 certification deadline. Graduation data are extracted after initial Fall 1 deadline and LEAs are given a private preview of preliminary data and a correction opportunity.	2015-16 Four-Year Graduation Cohort Initial Deadline: December 16, 2016 Correction Deadline: February 17, 2017
Academic: Grades 3-8 -and- Grade 11 Distance from Level 3 Report	Students who are marked as EL during the academic year, including students who were reclassified (or RFEP) within the past four years (i.e., reclassified *after* April 15, 2012).	The EL and RFEP data are extracted out of the CALPADS ODS by the CDE.	The extraction date is still to be determined. LEAs and schools are advised to review their EL and RFEP data in CALPADS and make corrections in the CALPADS ODS prior to the extraction date.

English Learners Only

State Indicator	Definition	Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
Academic: Grades 3-8 -and- Grade 11 Distance from Level 3 Report	Students who are EL at any time during the academic year.	The EL data are extracted out of the CALPADS ODS by the CDE.	The extraction date is still to be determined. LEAs and schools are advised to review their EL data in CALPADS and make corrections in the CALPADS ODS prior to the extraction date.

Reclassified Fluent English Proficient Only

State Indicator	Definition	Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
Academic: Grades 3-8 -and- Grade 11 Distance from Level 3 Report	Students who were reclassified (or RFEP) within the last four years (i.e., reclassified after April 15, 2012).	The RFEP data are extracted out of the CALPADS ODS by the CDE.	The extraction date is still to be determined. LEAs and schools are advised to review their RFEP data in CALPADS and make corrections in the CALPADS ODS prior to the extraction date.

Foster Youth

These data will not be available until the 2017–18 Dashboard.

Homeless

These data will not be available until the 2017–18 Dashboard.

Socioeconomically Disadvantaged

Socioeconomically Disadvantaged (SED) students are defined the same for all state indicators:

- Students where both parents have not received a high school diploma

  - or -
- Students who were eligible for the Free and Reduced Meal Program (FRPM) (also known as the National School Lunch Program), or has a direct certification for free or reduced-price meals

  - or –
- Students who are migrant, homeless, or foster youth

Note that the English Learner Progress Indicator has only one student group (ELs) and therefore, an SED student group will not be reported in this indicator.

Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
Data for parent education level, FRPM, direction certification, migrant, homeless, and foster youth are extracted out of CALPADS by the CDE.	The CDE will extract these data on June 30 each year. LEAs and schools are advised to review their RFEP data in CALPADS and make corrections in the CALPADS ODS prior to the extraction date.

Students with Disabilities

State Indicator	Definition	Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
Suspension Rate	Students who receive special education services at any time during the academic year.	CALPADS: Discipline data submitted in the EOY 3 Submission. LEAs must certify data by the initial deadline and make corrections during the amendment window by the correction deadline.	2015-16 Discipline Data Initial Deadline: July 1, 2017 Correction Deadline: August 11, 2017
English Learner Progress	Note that the English Learner Progress Indicator has only one student group (ELs) and therefore, the Students with Disabilities (SWD) student group will not be reported in this indicator.		
Graduation Rate	Students who are marked as SWD at any time during the four-year cohort.	CALPADS ODS: Submit by initial CALPADS Fall 1 certification deadline. These data are extracted after initial Fall 1 deadline and LEAs are given a private preview of preliminary data and a correction opportunity.	2015-16 Four-Year Graduation Cohort Initial Deadline: December 16, 2016 Correction Deadline: February 17, 2017

State Indicator	Definition	Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
Academic*: Grades 3-8 -and- Grade 11 Distance from Level 3 Report	• Students who received special education services and have a primary disability code or take the CAA, -or- • Students who were previously identified as special education but who are no longer receiving special education services for two years after exiting special education.	The CAA data are provided by the testing vendor. Primary disability codes and special education services are marked in CALPADS.	The CDE will extract these data on June 30 each year. LEAs and schools are advised to review their data in CALPADS and make any corrections in the CALPADS ODS prior to extraction.

* A student with a disability, with a valid district of residence code in CALPADS and who is enrolled in a special education school or enrolled in a special education program (school code is identified as Non-Public School), is included in the district of residence accountability results.

Race/Ethnicity

Race and ethnicity data are the same across 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

Data Source	Data Corrections for Data Used in Fall 2017 Dashboard
The race/ethnicity data are extracted out of the CALPADS ODS by the CDE between mid-to-end of June each year. LEAs and schools are advised to review their data in CALPADS and make any corrections in the CALPADS ODS to reflect their student population.	LEAs and schools are advised to review their data in CALPADS and make any corrections in the CALPADS ODS prior to extraction.

State Indicators

The Dashboard reports progress on state indicators, which will be used to support LEAs in identifying strengths, weaknesses, and areas that need improvement. Progress on state indicators will also be used to determine whether LEAs are eligible for assistance, and to assist the State Superintendent of Public Instruction (SSPI) in determining whether LEAs are eligible for more intensive state support/intervention. This section covers the calculation methods and data sources used for each of the state indicators reported in the Dashboard.

The statewide distributions used to set cut scores, the cut scores, and the five-by-five color tables for the state indicators can be accessed in Appendix A.

Suspension Rate Indicator

Who Receives this Indicator?

All LEAs and schools that have **30 or more students who are cumulatively enrolled**[1] in kindergarten through grade twelve in both the current and prior year will receive results for this indicator in their Dashboard.

Data Source

The suspension data used for this indicator stems from data LEAs and schools upload into the CALPADS.

Calculation Formula for Status

The suspension rate calculations for Status are based on the unduplicated number of students suspended within the academic year. For the initial release of the Dashboard, the 2014–15 suspension rates will be used for Status.

Suspension Rate Formula
Number of Students Suspended
divided by
Cumulative Enrollment Multiplied by 100

Calculation Formula for Change

The calculation for Change is:

Status (2014–15 suspension rate) ***minus*** 2013–14 suspension rate

[1] Cumulative enrollment is the total count of unique (unduplicated) primary, secondary, and short-term enrollments within the academic year.

Suspension Rate Rules:

1. **"Multiple Suspensions for One Student":** If a student is suspended multiple times (at the same school or district), the student is counted as being suspended only once.

   - **Example 1:** 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.

   - **Example 2:** Within one academic year, Student A was enrolled in different schools within two separate LEAs. In each school, Student A was suspended:

     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).

2. **"In-school" Suspensions:** CALPADS defines "in-house" or "in-school" suspension as a supervised in-school suspension classroom for students who are suspended and do not pose an imminent danger or threat or have not been recommended for expulsion. These students are captured in the numerator (or as "suspended") in the calculation of the suspension rate.

3. **"Out-of-School" Suspensions:** These students are captured in the numerator (or as "suspended") in the calculation of the suspension rate.

Cut Scores and Five-by-Five Color Table

Unlike the Graduation Rate Indicator, which uses only LEA-level distributions to set the cut scores for Status and Change, the Suspension Rate Indicator uses LEA-level and school-level distributions. Multiple data simulations revealed that suspension data varies widely among 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 the elementary school level. Therefore, multiple suspension cut scores were set for both LEAs and schools, based on their type. This resulted in six different sets of cut scores for Status and Change: (1) three sets based on LEA type distributions and (2) three sets based on school type distributions.

Having six different sets of cut scores also resulted in six different five-by-five color tables. See Appendix A for the statewide distributions used to set the cut scores and the five-by-five color tables for this indicator.

Key Differences

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

- **Charter Schools and Single School Districts**

  Charter schools and single school districts will receive two reports: (1) an LEA report and (2) a school report because:

  - Charter schools are treated as LEAs under the LCAP, and

  - Single school districts are treated as schools under the ESSA

  Since cut scores were set separately for LEAs and schools, the two reports could contain inconsistent performance level (or color) results. This would conflict with the goal of developing one integrated local-state-federal accountability system. As a result, the SBE approved holding charter schools and single school districts accountable for the suspension rate cut scores using the school-level cut scores. **Therefore, charter schools and single school districts will only be held accountable for their school-level performance level.**

- **Automatic Assignment of a Performance Level**

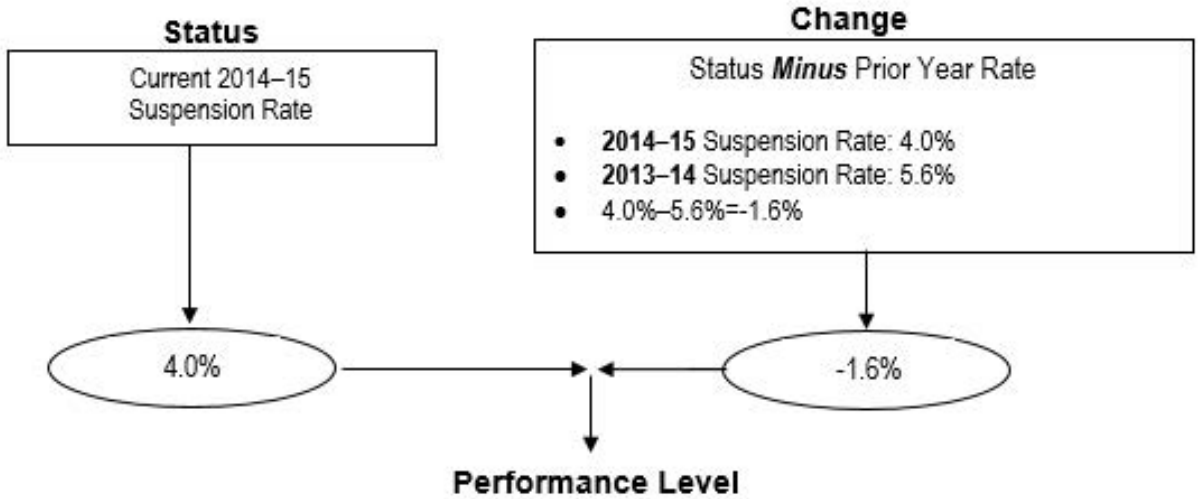
  Because two years of data are necessary to determine Status and calculate Change, schools that did not certify (or submit) suspension (discipline) data in the CALPADS in the current or prior year are automatically assigned the Orange performance level for this indicator.

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 of How an LEA, School, or Student Group Will Receive a Performance Level on the Suspension Rate Indicator

Example 1
Ruby Elementary School



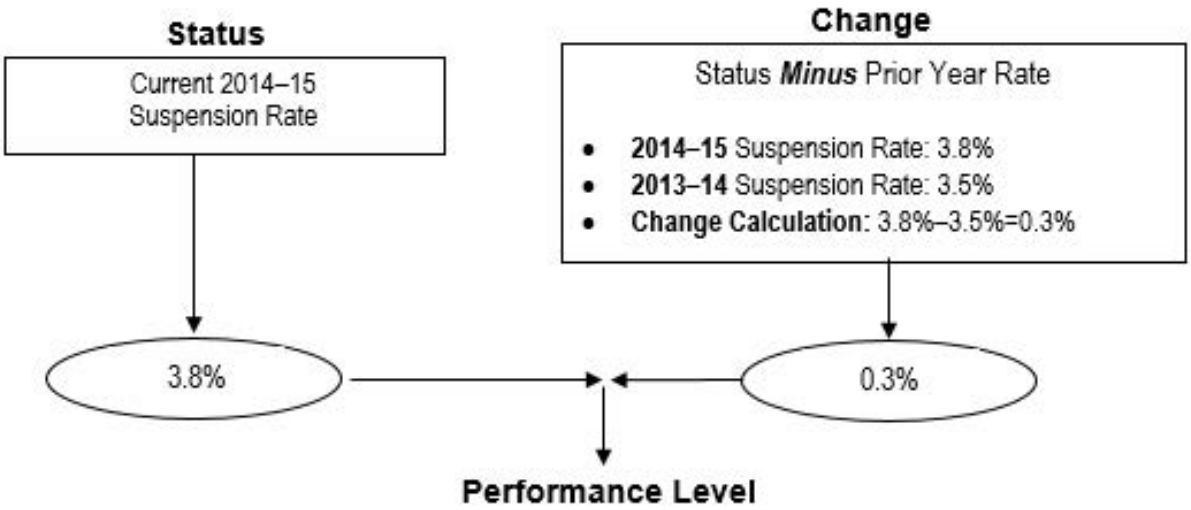
The school's performance level for the Suspension Rate Indicator will be determined using the **elementary school-level Status and Change cut scores** identified in Appendix A. Based on Ruby Elementary School's Status and Change results, 4.0% and -1.6% respectively, the school will receive a performance level of "Yellow." (The table below illustrates how the performance level was determined.) To receive a "Green" performance level in the following year (2017–18), 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%.

Suspension Indicator (Elementary School)

Suspension Change

Suspension Status: Level	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly 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



The LEA's performance level for the Suspension Rate Indicator will be determined using the **unified school district's Status and Change cut scores** identified in Appendix A. Based on Emerald Unified School District's Status and Change results, 3.8% and 0.3% respectively, the LEA will receive a performance level of "Orange." (The table below illustrates how the performance level was determined.) To receive a "Green" performance level in the following year (2017–18), the school will need to reduce their suspension rates by *at least* 3.5%.

Suspension Indicator (Unified School District)

Suspension Change

Suspension Status: Level	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or greater
Very Low 1.0% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 1.0% to 2.5%	Orange	Yellow	Green	Green	Blue
Medium Greater than 2.5% to 4.5%	Orange	Orange	Yellow	Green	Green
High Greater than 4.5% to 8.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 8.0%	Red	Red	Red	Orange	Yellow

English Learner Progress Indicator

Who Receives this Indicator?

The English Learner Progress Indicator (ELPI) applies to LEAs and schools that have 30 or more annual CELDT test takers in both the current and prior years.

Data Source

The ELPI determines ELs' progress towards English proficiency through the use of two data sources: (1) the CELDT and (2) reclassification data.

California English Language Development Test

The CELDT results are obtained from the testing vendor. Currently, all students in kindergarten through grade twelve, who indicate they speak another language on the home language survey, are required to be tested within 30 days of enrollment. If the student is determined to be an EL, the student must take the CELDT annually until they are reclassified (or RFEP). The CELDT measures a student's ability to listen, speak, read, and write in English.

All annual CELDT test takers who have **two years of CELDT scores are included** in the calculation of the ELPI, including kindergarten students who are annual test takers. If a student participates in a transitional kindergarten program, the student is required to take the CELDT if he/she meets the criteria. If the student is identified as EL, they are required to be annually tested. Therefore, students participating in the transitional kindergarten program can be annual test takers in kindergarten.

The CELDT has five overall performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Because there is a wide range of scale scores in the Intermediate performance level, stakeholders advised that the level be divided into two, **for accountability purposes only**, to measure progress in this level. In response to the feedback, the Intermediate performance level was divided into two (Intermediate and High Intermediate) through the use of scale scores for each grade.

Splitting the Intermediate Level into Two

To split the CELDT Intermediate performance level into two, the range of possible CELDT scale scores were divided in half **for each grade.** When the range was not evenly divisible, "High Intermediate" was given the greater range. For example:

- **Grades 10 through 12:** The range of possible scale scores for grades ten through twelve is 528 to 590 (62 point range). Dividing this range into two results in the following:
    - Intermediate: 528 to 558 (30 pts)
    - High Intermediate: 559-590 (31 pts)

Dividing the Intermediate performance level (**for accountability purposes only**) gives **six overall performance levels** for the CELDT:

1. Beginning
2. Early Intermediate
3. Intermediate
4. High Intermediate
5. Early Advanced
6. Advanced

ELs who advance at least one overall CELDT performance level from prior year to current year (e.g., Early Intermediate to Intermediate; High Intermediate to Advanced) will be included in the numerator of the ELPI calculation. ELs who performed Early Advanced/Advanced English Proficient in the prior year and scores Early Advanced/Advanced English Proficient in the current year will also be included in the numerator of the ELPI calculation.

Reclassified English Learners

ELs who were reclassified (or RFEP) in the prior year will also be included in the numerator and denominator of the ELPI calculation. The RFEP data are taken from the CALPADS.

Reclassified students who move from one school to the next, or one district to the next, are included in the ELPI calculation of the school or district that reclassified the students.

Calculation Formula for Status

ELPI Calculation Formula for Status

Annual CELDT Test Takers Who Increased at least 1 CELDT Level
plus
Annual CELDT Test Takers Who Maintained Early Advanced/ Advanced English Proficient on the CELDT
plus
ELs Who Were Reclassified in the Prior Year

divided by

Total Number of Annual CELDT Test Takers in the Current Year ***plus*** ELs Who Were Reclassified in the Prior Year

Calculation Formula for Change

The calculation formula for Change is:

Current Year Status ***minus*** Prior Year Status

Cut Scores and Five-by-Five Color Tables

See Appendix A for the statewide distributions used to set the cut scores and the five-by-five color tables for this indicator.

Table 2 identifies the years of CELDT and reclassification data that will be used to calculate Status and Change for the initial release of the Dashboard:

Table 2

Data	Status	Prior Year Status Used to Calculate Change
Annual CELDT Results	2013–14 and 2014–15	2012–13 and 2013–14
Reclassification (or RFEP)	2013–14	2012–13

Automatic Assignment of a Performance Level

Schools that did not test at least 50 percent of their EL population in the 2014–15 CELDT are automatically assigned an Orange performance level. Determination of the 50 percent is based on the EL demographic data reported for mathematics in the Smarter Balanced Assessment file from the testing vendor.

Student Groups and Data Corrections

English Learner Definition
Because 86.2% 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.

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

Examples of How an English Learner Student Group Will Receive a Performance Level on the ELPI

Example 1: Gemstone High School

Status

Step 1:
Identify the number of annual CELDT test takers who advanced at least one performance level on the 2015 CELDT compared to the 2014 CELDT, including annual CELDT test takers who maintained scoring Early Advanced/Advanced English Proficient between the 2014 and 2015 CELDT: **100**

Step 2:
Identify the number of 2015 annual CELDT test takers: **136**

Step 3:
Calculate the percent: **100/136 = 73.5%**

Step 4:
Identify the total number of ELs who were reclassified in 2013–14: **22**

Calculate Status: Add the number in Step 4 to both the numerator and denominator in Step 3:
(100+22)/(136+22) = 122/158 = **77.2%**

Change

Difference in Status from Current Year to Prior Year

- Current Year ELPI Status: **77.2%**
- Prior Year ELPI Status: **82.2%**

Calculate Change: 77.2%-82.2% = **-5%**

77.2% -5%

Performance Level

Based on the school's Status and Change results, 77% and -5% respectively, the school's performance level for the ELPI will be "Yellow." (The table below illustrates how the performance level was determined.) To achieve a "Green" performance level next year (2017–18), the school will have to achieve an ELPI of 75.6% or more.

English Learner Progress Performance Levels

English Learner Progress Change (Change in Percent Progressing and Reclassified)

English Learner Progress Status (Percent Progressing Plus Reclassified)	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0%	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0%	Red	Red	Red	Orange	Yellow

Example 2
Crystal Quartz High School District

Status

Step 1:
Identify the number of annual CELDT test takers who advanced at least one performance level on the 2015 CELDT compared to the 2014 CELDT, including annual CELDT test takers who maintained scoring Early Advanced/Advanced English Proficient between the 2014 and 2015 CELDT: **309**

Step 2:
Identify the number of 2015 annual CELDT test takers: **448**

Step 3:
Calculate the percent: **309/448 = 69%**

Step 4:
Identify the total number of ELs who were reclassified in 2013–14: **36**

Calculate Status: Add the number in Step 4 to both the numerator and denominator in Step 3:
(309+36)/(448+36) = 345/484 = **71.3%**

Change

Difference in Status from Current Year to Prior Year

- Current Year ELPI Status: **71.3%**
- Prior Year ELPI Status: **63.5%**

Calculate Change: 71.3%-63.5%=**7.8%**

71.3% → 7.8%

Performance Level

Based on the LEA's Status and Change results, 71.3% and 7.8% respectively, the LEA's performance level for the ELPI will be "Green." (The table below illustrates how the performance level was determined.) To maintain the "Green" performance level for the following year (in 2017–18), the LEA must score at least 72.5% on the ELPI.

English Learner Progress Performance Levels

English Learner Progress Change (Change in Percent Progressing and Reclassified)

English Learner Progress Status (Percent Progressing Plus Reclassified) — Level	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0%	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0%	Red	Red	Red	Orange	Yellow

Future Changes

An ELPI Workgroup was established in September 2016 and has been charged with determining the feasibility of incorporating Long Term English Learner data into the ELPI. SBE Information Memorandums continue to report the Workgroup's progress with a final presentation of the Workgroup recommendations scheduled for the May 2017 SBE meeting.

Graduation Rate Indicator

Who Receives this Indicator?

This indicator is based on the four-year cohort graduation rates and only applies to LEAs and schools that have 30 or more students in the four-year graduation cohort in both current and prior years. A graduation cohort is a group of high school students who could potentially graduate during a four-year time period (grades nine through twelve).

Data Source

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

Calculation Formula for Status

- **Class of 2015** (2014–15 Graduation Cohort)

  The formula to calculate the four-year graduation cohort is provided in Table 3:

  Table 3

Class of 2015 Four-Year Cohort Graduation Rate Formula
Number of students who earn a regular high school diploma by the end of 2014–15 cohort
divided by
Number of first-time grade nine students in 2011–12 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2011–12, 2012–13, 2013–14, and 2014–15.

  Note: Students who earn a Special Education Certificate of Completion or a general equivalency diploma are not counted as high school graduates but are included in the denominator.

- **Three-Year Weighted Average** (Class of 2012, 2013, and 2014)

  The Graduation Rate Indicator is the only state indicator to use a three-year weighted average. This average is used to calculate Change and the formula is identified in Table 4:

Table 4

3-Year Weighted Average Formula
Class of 2012 Graduates + Class of 2013 Graduates + Class of 2014 Graduates
divided by
Students in the 2011-12 Cohort (class of 2012) + Students in the 2012-13 Cohort (class of 2013) + Students in the 2013-14 Cohort (class of 2014)

If an LEA, school, or student group does not have cohort data for the graduating class of 2012, 2013, and/or 2014, the weighted average is calculated using the one or two years of available cohort data.

Calculation Formula for Change

The calculation formula for Change is:

Current Year Status ***minus*** Three-Year Weighted Average

Cut Scores and Five-by-Five Color Tables

See Appendix A for the statewide distributions used to set the cut scores and the five-by-five color tables for this indicator.

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 of How an LEA, School, or Student Group Will Receive a Performance Level on the Graduation Rate Indicator

Example 1
Topaz Unified School District

Status

Current Four-Year Cohort Graduation Rate (Class of 2015)

Change

Status ***Minus*** Three-Year Weighted Average

Three-Year Weighted Average Calculation:
The weighted average is calculated using the prior three years of four-year cohort graduation rate data. The number of graduates and the number of students in the cohort from each year contributes to the weight.

Number of Graduates	Number of Students in the Cohort
Class of 2014: 2,916	**Class of 2014**: 3,346
Class of 2013: 2,857	**Class of 2013**: 3,343
Class of 2012: 2,912	**Class of 2012**: 3,558
Sum: 8,685	**Sum: 10,247**

- 8,685/10,247=84.8% (three-year weighted average)

Change Calculation: Status **minus** Three-Year Weighted Average
89.4%–84.8%=**4.6%**

89.4% — 4.6%

Performance Level

Based on the LEA's Status and Change results, 89.4% and 4.6% respectively, the LEA's performance level for the Graduation Rate Indicator will be "Green." (The table below illustrates how the performance level was determined.) To maintain the "Green" performance level for the following year (2017–18), the LEA must have a graduation rate of 90% (or greater) for the class of 2016 which will result in a Status of "High" and a Change of "Maintained" or "Increased."

Graduation Performance Categories

Graduation Status	Graduation Change: Declined Significantly (by greater than 5.0%)	Declined (by 1.0% to 5.0%)	Maintained (Declined or increased by less than 1.0%)	Increased (by 1.0% to less than 5.0%)	Increased Significantly (by 5.0% or greater)
Very High (95.0% or greater)	N/A	Blue	Blue	Blue	Blue
High (90.0% to less than 95.0%)	Orange	Yellow	Green	Green	Blue
Medium (85.0% to less than 90.0%)	Orange	Orange	Yellow	Green	Green
Low (67.0% to less than 85.0%)	Red	Orange	Orange	Yellow	Yellow
Very Low (Less than 67.0%)	Red	Red	Red	Red	Red

Example 2
Zircon High School

Status

Current Four-Year Cohort Graduation Rate (Class of 2015)

Change

Status ***Minus*** Three-Year Weighted Average

Three-Year Weighted Average Calculation:
The weighted average is calculated using the prior three years of four-year cohort graduation rate data. The number of graduates and the number of students in the cohort from each year contributes to the weight.

Number of Graduates	Number of Students in the Cohort
Class of 2014: 525	**Class of 2014**: 534
Class of 2013: 522	**Class of 2013**: 535
Class of 2012: 598	**Class of 2012**: 629
Sum: 1,645	**Sum: 1,698**

- 1,645/1,698=96.9% (three-year weighted average)

Change Calculation: Status **minus** Three-Year Weighted Average
96.0%–96.9%=**-0.9%**

96.0% → ← -0.9%

Performance Level

Based on the school's Status and Change results, 96.0% and -0.9% respectively, the school's performance level for the Graduation Rate Indicator will be "Blue." (The table below illustrates how the performance level was determined.) To maintain the "Blue" performance level for the following year (2017–18), the school must have a graduation rate of 95% (or greater) for the class of 2016 which will result in a Status of "Very High" and a Change of "Declined," Maintained," or "Increased."

Graduation Performance Categories

Graduation Change

Graduation Status: Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95.0% or greater	N/A	Blue	Blue	Blue	Blue
High 90.0% to less than 95.0%	Orange	Yellow	Green	Green	Blue
Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green	Green
Low 67.0% to less than 85.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67.0%	Red	Red	Red	Red	Red

Future Changes

The CDE is considering the incorporation of the five-year cohort graduation rate into this indicator as requested by the SBE. Based on the current SBE timeline, options for using these data in the new accountability system will occur during 2017–18 and implementation of the four-and five-year cohort graduation rates will occur in 2018–19.

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

Who Receives this Indicator?

The Academic Indicator is based on the California Assessment of Student Performance and Progress (CAASPP) ELA and mathematics results and applies to LEAs and schools with **grades three through eight**.

Grade eleven CAASPP results are not included in this indicator. At the July 2016 SBE meeting, the SBE approved moving the **grade eleven** assessment results from the Academic Indicator to the College/Career Indicator (CCI). Therefore:

- **High schools** serving students in grades nine through twelve **only will not receive** a performance level (or color) for the Academic Indicator. The grade eleven assessment results for these schools will be captured in the CCI.

- **High school LEAs** will also not receive a performance level for the Academic Indicator. The grade eleven assessment results for these districts will be captured in the CCI.

- **Unified school districts** will receive a performance level for the Academic Indicator derived from grades three through eight assessments. The grade eleven assessment results will be captured in the CCI.

- LEAs and schools that serve non-traditional grade spans such as **grades six through twelve** or **seven through twelve** will receive a performance level for the Academic Indicator derived from assessments administered between grades three and eight. The grade eleven assessment results will be captured in the CCI.

However, Grade Eleven Distance from Level 3 (DF3) results will be reported as additional reports within the Dashboard. Please see the section titled “Detailed Reports” for further information.

Data Source

The CAASPP ELA and mathematics results (for grades three through eight) from the testing vendor will be used for this indicator.

Distance from Level 3

The calculation for the Academic Indicator uses all available scale scores to provide a more precise measure of LEAs and schools' status and progress.

The DF3 methodology which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level. All the "distances" are then used to calculate the average distance for each LEA, school, or student group. Once all students' scores are compared to the fixed point on the scale (Level 3), the distance results would be averaged to produce LEA, school, and student group results. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score exceeds Level 3.

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

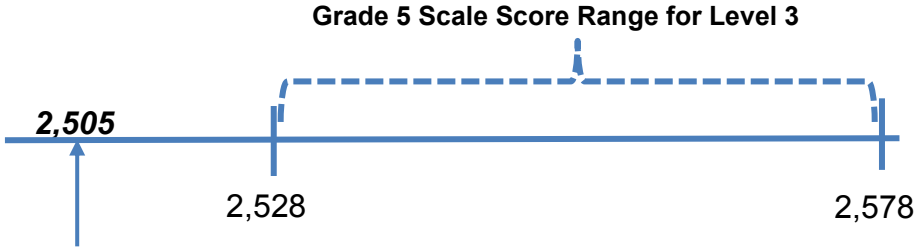
- The grade five scale score range in mathematics is 2,219 to 2,700. Within this range are four distinct achievement levels. See Table 5.

Table 5: Grade Five Scale Score Range for Mathematics

Achievement Levels	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
Scale Score Ranges	2,219–2,454	2,455–2,527	***2,528***–2,578	2,579–2,700

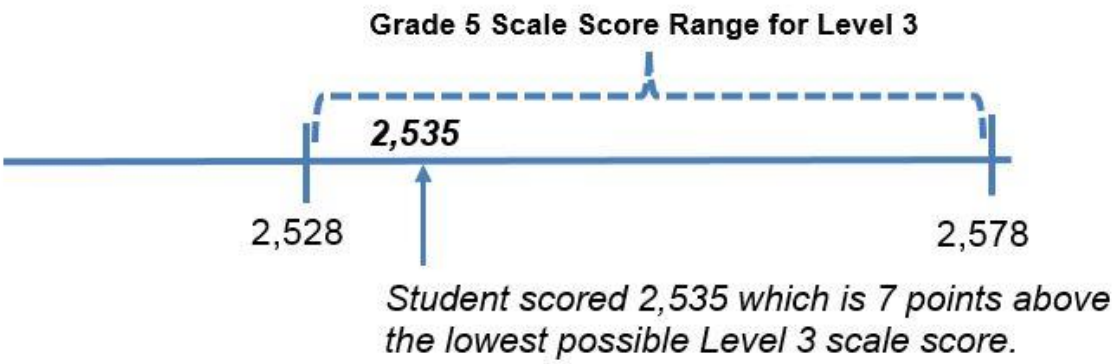
As noted in Table 5, the lowest scale score for Level 3 is 2,528. Each grade five mathematics assessment score is compared to 2,528, which will provide the "distance" from the lowest possible Level 3 score.

- If a student received a score of 2,505, that student would be 23 points below the lowest possible Level 3 scale score. The graphic below displays this example:



Student scored 2,505 which is 23 points below the lowest possible Level 3 scale score.

- If a student received a score of 2,535 that student would be 7 points above the lowest possible Level 3 scale score. The graphic below displays this example:



Smarter Balanced Summative Assessments scale score ranges for each grade (in ELA and mathematics) are available in Appendix D.

No Scale Score

For students who have a record in the CAASPP file but do not have a scale score result, they will be automatically assigned the minimum scale score or the lowest scale score for the Level 1 (Standard Not Met) for each grade level.

Calculation Formula for Status (See Table 6)

Table 6

Distance from Level 3 Formula*
Sum of All *Grades 3 through 8* Students' Distance from Level 3 on the 2016 Smarter Balanced Summative Assessments
divided by
Total Number of 2016 *Grades 3 through 8* Smarter Balanced Summative Assessments Test Takers Who Are Continuously Enrolled**

*Please view Appendix C for the complete business rules used to determine which students are included in the calculation formula.
**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.

California Alternate Assessment

The CAA will not be included in the Academic Indicator in the initial release. Beginning in the 2017–18 school year, there will be two years of available CAA data to include for Status and Change. At that point, the SBE will consider how the data should be used in the Academic Indicator.

Calculation Formula for Change

The calculation formula for Change is:

Status (2016) ***minus*** Prior Year Status (2015)

English Learners New to the Country, Parent Waivers, and Medical Emergency

ELs who have enrolled in a U.S. school for less than one year will **not be included** in the calculations for the **ELA and mathematics** indicator. *California Code of Regulations,* Title 5 (5 *CCR*) Section 850(l) and (u) exempts EL students, who were first enrolled in U.S. schools for less than a year before testing, from participating in the ELA assessments. Therefore, any EL student who first enrolled in a U.S. school ***after*** **April 15, 2015**, are not required to participate in the ELA computer adaptive test (CAT) and performance task (PT) of the Smarter Balanced Summative Assessments and will not be included in the calculations for the **ELA** indicator. In addition, even though all ELs, regardless of when they were first enrolled in U.S. schools, are required to take the mathematics assessments, ELs who first enrolled in a U.S. school *after* April 15, 2015, will also **not be included** in the **mathematics** indicator.

Students who do not take the assessments due to a parent waiver will **not be included** in the calculation for this indicator. However, these students **will be included** in the calculation of the participation rate (i.e., included in the denominator but excluded from the numerator). Students who do not take the assessments and are flagged with the medical emergency condition code on the CAASPP file from the testing vendor **will not be included** in the calculation for this indicator.

Cut Scores and Five-by-Five Color Tables

See Appendix A for the statewide distributions used to set the cut scores and the five-by-five color tables for this indicator.

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.

English Learner Only and Reclassified Fluent English Proficient Only Student Groups

Based on a decision by the SBE at their January 2017 meeting, the Academic Indicator is the *only* state indicator where the following two student groups will also be reported:

- **EL Only**: This student group will include ELs only, and
- **RFEP Only**: This student group will include reclassified (or RFEPs) only

Note that only Status and Change data will be displayed for these two student groups. A performance level (or color) will not be reported.

Examples of How an LEA, School, and Student Group Will Receive a Performance Level on the Academic Indicator

Example 1: Blue Sapphire Elementary School (Kindergarten through Grade Five)

Status

Step 1: Take all 2016 CAASPP test results in ELA and: (1) remove all records for ELs who were enrolled in a U.S. school for less than one year and (2) remove all records for students who are not continuously enrolled.

Step 2: Calculate the distance from Level 3 for each student by grade level

- **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 Level 3.
- **Grade 4 Scale Score Range for Level 3:** 2473 to 2532
  Take each student's ELA scale score results and calculate the distance from 2,473. Example: Jane scored 2,573. The calculated distance is: 2,573 *minus* 2,473 = 10 points above Level 3.
- **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 Level 3.

Step 3: Add all of the distances calculated for each student in Step 2. Taking the distances calculated for Joe, Jane, and Earl above:

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

Calculate Status: Take the total sum from Step 3 and divide by the total number of CAASPP ELA test takers. (This number was determined in Step 1.) Keeping with the examples for Joe, Jane, and Earl:

38 points (Step 3) ***divided by*** 3 (Step 1) = **12.7 points**
The school's average is 12.7 points above Level 3.

Change

Current Year Status: **12.7 points**

Prior Year Status: **8.7 points**

Change Calculation:
Difference Between Current Year Status to Prior Year Status:
12.7 *minus* 8.7 = 4 points
Increased by 4 points

12.7 points → **Performance Level** ← **4 points**

Based on the school's Status and Change results, 12.7 points and 4 points respectively, the school's performance level for the Academic Indicator will be "Blue." (The table below illustrates how the performance level was determined.)

Change in Average Distance from Level 3

Average Distance from Level 3: Level	Declined Significantly by more than 15 points	Declined by 1 to 15 Points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow	Green	Blue	Blue	Blue
High 10 points above to less than 45 points above	Orange	Yellow	Green	Green	Blue
Medium 5 points below to less than 10 points above	Orange	Orange	Yellow	Green	Green
Low More than 5 points below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

Example 2: Coral School (Grades Six through Twelve)

Status

Step 1: Take all 2016 CAASPP test results in mathematics and remove all records for students who are not continuously enrolled.

Step 2: Calculate the distance from Level 3 for each student by grade level

- **Grade 6 Scale Score Range for Level 3:** 2,552 to 2,609
  Take each student's mathematics scale score results and calculate the distance from 2,552. Example: Mary scored 2,522. The calculated distance is: 2,552 *minus* 2,522 = 30 points below Level 3.
- **Grade 7 Scale Score Range for Level 3:** 2,567 to 2,634
  Take each student's mathematics scale score results and calculate the distance from 2,567. Example: Minnie scored 2,557. The calculated distance is: 2,567 *minus* 2,557 = 10 points below Level 3.
- **Grade 8 Scale Score Range for Level 3:** 2,586 to 2,652
  Take each student's mathematics scale score results and calculate the distance from 2,586. Example: Mickey scored 2,596. The calculated distance is: 2,596 *minus* 2586 = 10 points above Level 3.
- **Grade 11** is not included in this indicator but will be used in the College/Career Indicator and the Grade 11 Distance from Level 3 Report.

Step 3: Add all of the distances calculated for each student in Step 2. Taking the distances calculated for Mary, Minnie, and Mickey above:

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

Calculate Status: Take the total sum from Step 3 and divide by the total number of CAASPP ELA test takers. (This number was determined in Step 1.) Keeping with the examples for Mary, Minnie, and Mickey:

-30 points (Step 3) ***divided by*** 3 (Step 1) = **-10 points**

The school's average is 10 points below Level 3.

Change

Current Year Status: **-10 points**

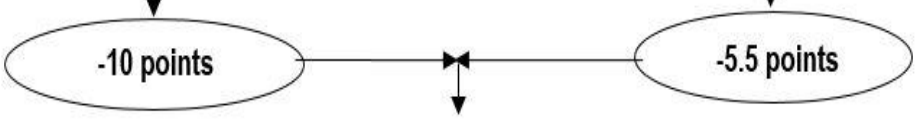
Prior Year Status: **-4.5 points**

Change Calculation:

Difference Between Current Year Status to Prior Year Status:

(-10) *minus* (-4.5) = -5.5 points

Declined by 5.5 points



Performance Level

Based on the school's Status and Change results, -10 points and -5.5 points respectively, the school's performance level for the Academic Indicator will be "Orange." (The table below illustrates how the performance level was determined.)

Average Distance from Level 3

Average Distance from Level 3	Declined Significantly by more than 10 points	Declined by 1 to 10 Points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above	Yellow	Green	Blue	Blue	Blue
High 5 points below to less than 35 points above	Orange	Yellow	Green	Green	Blue
Medium More than 5 points below to 25 points below	Orange	Orange	Yellow	Green	Green
Low More than 25 points below to 95 points below	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 95 points below	Red	Red	Red	Orange	Yellow

Future Changes

At the January 2017 SBE meeting, the CDE began the conversation regarding exploring the development of a student-level growth model methodology. This conversation will continue through the 2017–18 school year. If a student-level growth model is adopted, it will be used to determine the Change in the California Model in future years.

Detailed Reports

This section covers the College/Career Indicator (CCI) and the Grade 11 Distance from Level 3 Reports which will be available in the Detailed Reports tab within the Dashboard. The data for these two reports will be **uploaded by the CDE**.

College/Career Indicator

Who Receives this Indicator?

The CCI applies to LEAs, schools, and student groups that have 30 or more students in the 2013–14 four-year graduation cohort (class of 2014).

Local Indicator this Year, but State Indicator in 2017–18

For the initial release of the Dashboard, the CCI will be reported as a local indicator and will display one year of data (Status) only. The CDE will provide data on the percent of students who are prepared, approaching prepared, and not prepared for postsecondary. When the Dashboard is released in fall 2017, the CCI will be reported as a state indicator, and only the Status level will be reported. The first time both Status and Change will be reported, and when LEAs, schools, and student groups will receive a performance level (or color), is in fall 2018.

Data Sources

This indicator includes various measures that evaluate a student's preparedness for college or career. Table 7 identifies the measures and the data sources used.

Table 7

CCI Measure	Data Source	Data Corrections
• Grade 11 CAASPP in ELA and Mathematics Note: The CCI does not include students who take the CAA.	Testing Vendor	None
• Career Technical Education (CTE) Pathway Completion with a grade C or better in the capstone course	Data are extracted out of the CALPADS ODS by the CDE between mid-to-end of June each year.	LEAs and schools are advised to review their data in CALPADS and make any corrections in the CALPADS ODS prior to extraction.
• Advanced Placement (AP) Exams	The College Board	None
• International Baccalaureate (IB) Exams	The IB	None
• Dual Enrollment Students who earn college credit by passing the college course with a grade of C- or better are included. Counted courses may be in either academic disciplines (e.g., English) or CTE disciplines (e.g., welding). For purposes of the CCI, physical education courses will not be counted.	Data are extracted out of the CALPADS ODS by the CDE between mid-to-end of June each year.	LEAs and schools are advised to review their data in CALPADS and make any corrections in the CALPADS ODS prior to extraction.

CCI Measure	Data Source	Data Corrections
• a-g Completion with a grade C or better in all courses	Data are extracted out of the CALPADS ODS by the CDE between mid-to-end of June each year.	LEAs and schools are advised to review their data in CALPADS and make any corrections in the CALPADS ODS prior to extraction.

The SBE-approved CCI Model will be used to place students in one of the following CCI performance levels:

- Prepared
- Approaching Prepared
- Not Prepared

A student's placement in one of the three performance levels is based on the highest benchmark that they attained. These benchmarks are identified in the CCI Model referenced in both Tables 8 and 9. ***Please note that Tables 8 and 9*** *contain the* ***same benchmarks*** *and the* ***only difference*** *is how the CCI Model is* ***displayed****.* Table 8 is in a table format and is more descriptive. Table 9 is in a graphic format to display, at-a-glance, the various benchmark options available in each of the three performance levels.

Examples of How a Graduate is Placed in One of Three CCI Performance Levels*
• *Example 1*: A **graduate** earns a Level 3 or above (i.e., Standard Met or Standards Exceeded) on the Smarter Balanced Summative Assessments in *both* ELA and mathematics, but does not meet any other criteria (e.g., complete a-g requirements, complete CTE Pathway, etc.). Referencing the CCI Model, this graduate will be placed in the "Prepared" performance level.
• *Example 2*: A **graduate** completes a-g requirements (with a C grade or better) and does not meet any other criteria in the CCI Model. Referencing the CCI Model, this graduate will be placed in the "Approaching Prepared" performance level.
• *Example 3*: A **graduate** completes a CTE Pathway **and** earns a Level 3 or above (i.e., Standard Met or Standards Exceeded) on the Smarter Balanced Summative Assessments in ELA *and* at least a Level 2 on the Smarter Balanced Summative Assessments in mathematics. Referencing the CCI Model, this graduate will be placed in the "Prepared" performance level.
• *Example 4:* A **non-graduate** completes a CTE pathway. Although the student completed the pathway and met the "Approaching Prepared" benchmark in the CCI Model, because this student did not graduate, this student will be placed in the "Not Prepared" performance level.

*To access the benchmarks and criteria in the CCI Model, please refer to either Table 8 (table format) or Table 9 (graphic format).

Table 8: College/Career Indicator Model *in Table Format*

All students in the four-year graduation cohort minus students who take the California Alternate Assessment.

WELL PREPARED – To Be Determined
The CCI measures for "Well Prepared" will be determined following further review of potential state and local CCI measures as statewide data becomes available.[1] California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.
PREPARED **Does the graduate meet at least 1 measure below?**
High School Diploma and any one of the following: A. Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria: - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects) D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria: - CTE Pathway completion - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) - Passing score on one AP Exam **OR** on one IB Exam
APPROACHING PREPARED **Does the graduate meet at least 1 measure below?**
High School Diploma and any one of the following: A. CTE Pathway completion B. Scored at least Level 2 "Standard Nearly Met" on one or both ELA and Mathematics Smarter Balanced Summative Assessments C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) D. Completion of courses that meet the UC a-g criteria
NOT PREPARED **Student did not meet any measures above or did not graduate, so considered NOT PREPARED**

[1]Future Local and State CCI Measures

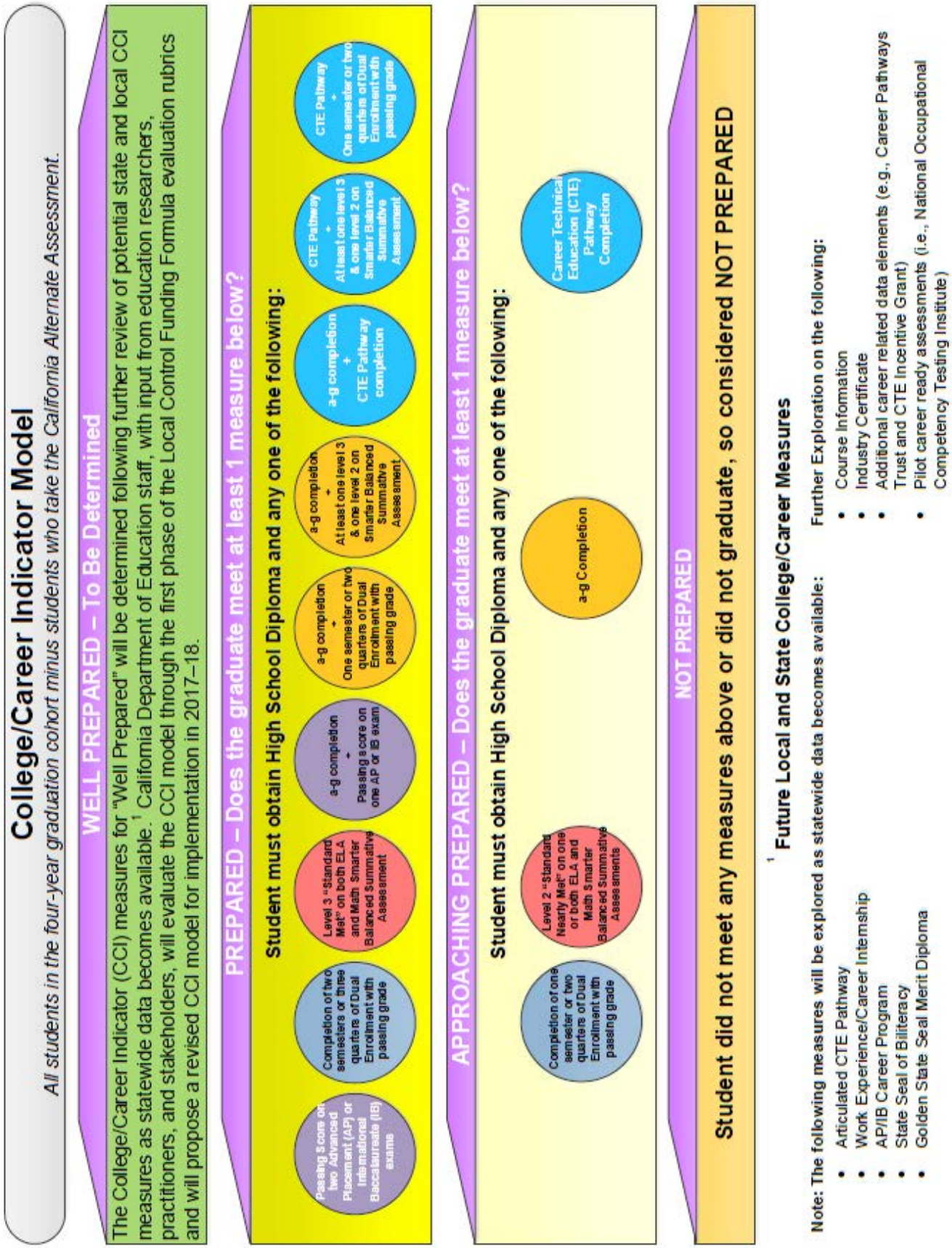
Note: The following measures will be explored as statewide data becomes available:

- Articulated CTE Pathway
- Work Experience/Career Internship
- AP/IB Career Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

Further Exploration on the following:

- Course Information
- Industry Certificate
- Additional career related data elements (e.g., Career Pathways Trust and CTE Incentive Grant)
- Pilot career ready assessments (i.e., National Occupational Competency Testing Institute)

Table 9: College/Career Indicator Model *in Graphic Format*



Calculation Formula

CCI Formula for "Prepared"
Class of 2014 Graduates Who Meet the "Prepared" Benchmark **divided by** Class of 2014 Graduation Cohort Minus Students Who Take the CAA
CCI Formula for "Approaching Prepared"
Class of 2014 Graduates Who Meet the "Approaching Prepared" Benchmark **divided by** Class of 2014 Graduation Cohort Minus Students Who Take the CAA
CCI Formula for "Not Prepared"
Class of 2014 Graduates Who Did Not Meet either the "Prepared" or "Approaching Prepared" Benchmarks ***plus*** Non-Graduates **divided by** Class of 2014 Graduation Cohort Minus Students Who Take the CAA

Status Only Data Displayed on the Dashboard

For the initial release of the Dashboard, the following CCI data will be displayed:

- Percentage of students who met the "Prepared" benchmark
- Percentage of students who met the "Approaching Prepared" benchmark
- Percentage of students who were "Not Prepared"

Because only one year of data (Status) are being used for the CCI, LEAs, schools, and student groups ***will not receive a performance level (or color)*** for this indicator. The Status data are being displayed for informational purposes only. However, the SBE has approved Status cut scores (see Table 10) for the percentage of students who met the "Prepared" benchmark. Therefore, LEAs and schools can take their percentage of students who met the "Prepared" benchmark and compare it against the approved cut scores to identify their Status level.

Table 10

Status Level	Status Cut Score
Very Low	Percentage of “Prepared” students is less than 10%.
Low	Percentage of “Prepared” students is 10% to less than 25%.
Medium	Percentage of “Prepared” students is 25% to less than 45%.
High	Percentage of “Prepared” students is 45% to less than 60%.
Very High	Percentage of “Prepared” students is 60% or greater.

Future Changes

The CDE, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI Model through the first phase of the Dashboard and will continue to explore and review future CCI data (noted at the bottom of Tables 8 and 9) as it becomes available statewide at the student level.

Grade Eleven Distance from Level 3:
English Language Arts/Literacy and Mathematics

Who Receives this Indicator?

As noted in earlier sections, the grade eleven CAASPP ELA and mathematics results are **not** included in the Academic Indicator, but **included** in the CCI. However, the grade eleven results will also be provided within the local indicators sections using the Academic Indicator methodology of "Distance from Level 3" or DF3. Therefore, any LEA or school that has grade eleven CAASPP results in ELA and mathematics in grade eleven will receive information on this indicator.

Please note that although Status and Change results will be displayed on the Dashboard, LEAs, schools, and student groups **will not** receive a performance level (or color).

Data Source

The grade eleven CAASPP ELA and mathematics results from the testing vendor will be used for this indicator.

Distance from Level 3

The calculation methodology used for this indicator is the same methodology used for the Academic Indicator for grades three through eight. The methodology is based on DF3, which measures how far (or the distance) each student is from Level 3 (i.e., Standard Met) Smarter Balanced performance level. All the "distances" are then used to calculate the average distance for each school or LEA. Once all student scores are compared to the fixed point on the scale (i.e., Level 3), the distance results would be averaged to produce a school-level average scale score and an average scale score for each student group. The results will show, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score exceeds Level 3.

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

- The grade eleven scale score range in ELA is 2,299 to 2,795. Within this range are four distinct achievement levels which are identified in Table 11.

Table 11: Grade Eleven Scale Score Range for ELA

Achievement Levels	Level 1: Standard Not Met	Level 2: Standard Nearly Met	Level 3: Standard Met	Level 4: Standard Exceeded
Scale Score Ranges	2,299–2,492	2,493–2,582	2,583–2,681	2,682–2,795

As noted in Table 11, the lowest scale score for Level 3 is 2,583. Each grade eleven ELA assessment score is compared to 2,583, which will provide the "distance" from the lowest possible Level 3 score.

- If a student received a score of 2,500, that student would be 83 points below Level 3.
- If a student received a score of 2,593 that student would be 10 points above Level 3.

Smarter Balanced Summative Assessments scale score ranges for each grade (in ELA and mathematics) are available in Appendix D.

No Scale Score

Records in the CAASPP file that do not have a scale score result will be automatically assigned the minimum scale score or the lowest scale score for the Level 1 (Standard Not Met) for each grade level.

Calculation Formula for Status

Distance from Level 3 Formula*

Sum of All *Grade 11* Students' Distance from Level 3 on the 2016 CAASPP

divided by

Total Number of 2016 *Grade 11* CAASPP Test Takers
Who Are Continuously Enrolled**

*Please view Appendix C for the complete business rules used to determine which students are included in the calculation formula.
**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.

California Alternate Assessment

The CAA will not be included in the Academic Indicator in the initial release. Beginning in the 2017–18 school year, there will be two years of available CAA data to include for Status and Change and for consideration in the Academic Indicator by the SBE.

English Learners New to the Country, Parent Waivers, and Medical Emergency

ELs who have enrolled in a U.S. school for less than one year will **not be included** in the calculations for the **ELA and mathematics** indicator. 5 *CCR* Section 850(l) and (u) exempts EL students, who were first enrolled in U.S. schools for less than a year before testing, from participating in the ELA assessments. Therefore, any EL student who first enrolled in a U.S. school ***after* April 15, 2015**, are not required to participate in the ELA CAT and PT of the Smarter Balanced Summative Assessments and will not be included in

the calculations for the **ELA** indicator. In addition, even though all ELs, regardless of when they were first enrolled in U.S. schools, are required to take the mathematics assessments, ELs who first enrolled in a U.S. school *after* April 15, 2015, will also **not be included** in the **mathematics** indicator.

Students who do not take the assessments due to a parent waiver **will not be included** in the calculation for this indicator. However, these students **will be included** in the calculation of the participation rate (i.e., included in the denominator but excluded from the numerator). Students who do not take the assessments and are flagged with the medical emergency condition code on the CAASPP file from the testing vendor **will not be included** in the calculation for this indicator.

Calculation Formula for Change

The calculation formula for Change is:

Current Year Status (2016) ***minus*** Prior Year Status (2015)

Performance Level (or Color)

For this indicator, the Status and Change data will be displayed, but the performance level (or color) will not be reported.

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.

English Learners Only and Reclassified Fluent English Proficient Only Student Groups

Similar to the Academic Indicator, the Grade 11 DF3 will report the following two additional student groups:

- **EL Only**: This student group will include ELs only, and
- **RFEP Only**: This student group will include reclassified (or RFEPs) only

Note that only Status and Change data will be displayed for these two student groups. A performance level (or color) will not be reported.

Examples of How an LEA, School, or Student Group Will Receive Status and Change on the Grade Eleven Distance from Level 3 Report

Example 1

Lilac High School (Grades Nine through Twelve)

Status

Step 1: Take all grade eleven 2016 CAASPP test results in ELA and: (1) remove all records for ELs who were enrolled in a U.S. school for less than one year and (2) remove all records for students who are not continuously enrolled.

Step 2: Calculate the distance from Level 3 for each student

- **Grade 11 Scale Score Range for Level 3:** 2,583 to 2,681
  Take each student's ELA score results and calculate the distance from 2,583.
  Example: John scored 2,590. The calculated distance is:
  2,590 *minus* 2,583 = 7 points above Level 3.
  Example: Virginia scored 2,580. The calculated distance is:
  2,580 *minus* 2,583 = 3 points below Level 3.

Step 3: Add all of the distances calculated for each student in Step 2. Taking the distances calculated for John and Virginia above:

(+7) + (-3) = 4 points

Calculate Status: Take the total sum from Step 3 and divide by the total number of CAASPP ELA test takers. (This number was determined in Step 1.) Keeping with the examples for John and Virginia:

4 points (Step 3) ***divided by*** 2 (Step 1) = +2 points
The school's average is 2 points above Level 3.

2 points

Change

Current Year Status: **2 points**

Prior Year Status: **-1 points**

Change Calculation:
Difference Between Current Year Status to Prior Year Status:
(+2) *minus* (-1) = 3 points
Increased by 3 points

3 points

The school's Status and Change results, 2 points and 3 points respectively, will be displayed in the Grade 11 Distance from Level 3 Report. Note that a performance level (or color) result will not be determined for this report.

Example 2

Citrine Unified School District (Kindergarten through Grade Twelve)

Status

Step 1: Take all grade eleven 2016 CAASPP test results in mathematics and remove all records for students who are not continuously enrolled.

Step 2: Calculate the distance from Level 3 for each student

- **Grade 11 Scale Score Range for Level 3**: 2,628 to 2,717
  Take each student's mathematics score results and calculate the distance from 2,628.
  - Example: Jack scored 2,620. The calculated distance is: 2620 *minus* 2628 = 8 points below Level 3.
  - Example: Jill scored 2,627. The calculated distance is: 2,627 *minus* 2,628 = 1 point below Level 3.

Step 3: Add all of the distances calculated for each student in Step 2. Taking the distances calculated for Jack and Jill above:

(-8) + (-1) = -9 points

Calculate Status: Take the total sum from Step 3 and divide by the total number of CAASPP ELA test takers. (This number was determined in Step 1.) Keeping with the examples for Jack and Jill:

-9 points (Step 3) ***divided by*** 2 (Step 1) = -4.5 points

The district's average is 4.5 points below Level 3.

-4.5 points

Change

Current Year Status: **-4.5 points**

Prior Year Status: **-1 points**

Change Calculation:
Difference Between Current Year Status to Prior Year Status:
(-4.5) *minus* (-1) = -3.5 points
Decreased by 3.5 points

3.5 points

The district's Status and Change results, -4.5 points and 3.5 points respectively, will be displayed in the Grade 11 Distance from Level 3 Report. Note that a performance level (or color) result will not be determined for this report.

Local Indicators

The Dashboard also reports progress on local indicators, which will be used to support LEAs in identifying strengths, weaknesses, and areas that need improvement. Progress on local indicators, along with state indicators, will be used to determine whether LEAs are eligible for assistance; and to assist the SSPI in determining whether LEAs are eligible for more intensive state support/intervention.

This section covers the six local indicators (see Table 12) that will be **uploaded** into the Dashboard **by LEAs**.

Table 12

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 9 (COEs Only)	Coordination of Services for Expelled Students
Priority 10 (COEs Only)	Coordination of Services for Foster Youth

As noted in the section titled “Accessing the California School Dashboard,” the bottom of the Equity Report will contain data reported for local indicators. The local indicators **only** apply at the LEA level.

To meet the LCFF statutory requirements, the new accountability system includes standards for local indicators to help LEAs measure and report their progress. For each local indicator reported in the Equity Report, LEAs must complete the following steps to meet the approved standards:

1. Measure their progress using locally available information,

2. Report the results to the LEA’s local governing board at a regularly scheduled meeting of the local governing board, and

3. Upload and publically report the results through the Dashboard

LEAs measure progress by completing local self-reflection tools or the self-reflection tools provided by the Dashboard, or from a menu of local measures, and report these results to local governing boards, stakeholders and members of the public. After the completion of the self-assessment/local measure options and reporting of progress, LEAs will use the following criteria to assess its performance:

- Met
- Not Met
- Not Met for Two or More Years (red)

Appendix B identifies the self-reflection tools that have been approved by the SBE.

Lowest Five Percent of Title I Schools and Local Educational Agencies Eligible for Support

Lowest Five Percent of Title I Schools

In fall 2017, the SBE will approve the state plan for the ESSA, which includes the criteria for identifying the lowest five percent of Elementary and Secondary Education Act ***Title I*** schools. Note that these schools will not be identified until fall 2018.

Local Educational Agencies Eligible for Technical Assistance/Intensive Interventions

Under the LCFF statutes, LEAs are eligible for technical assistance and intensive intervention based on **student group performance in each LCFF state priority area**.

Technical Assistance (LEAs Identified in Fall 2017)

An LEA is eligible for technical assistance if *one student group* meets the criteria listed in Table 13 in *two or more* LCFF state priority areas. (*EC* sections 52071[b] and 52071.5[b])

Intensive Intervention (LEAs Identified in Fall 2019)

An LEA is eligible for intensive intervention if *three or more student groups* meet the criteria listed in Table 13 *for two or more* LCFF state priority areas in *three out of four consecutive years.* (*EC* sections 52072 and 52072.5)

Criteria

Table 13 identifies the student group criteria for each LCFF state priority area. It also identifies if the data tied to the LCFF state priority area are derived from a state indicator(s) or local indicator. However, because the eligibility criteria require at least two years of data for local indicators, **only** the performance levels (or colors) *from the state indicators* will be used for the initial LEAs eligibility list for technical assistance. In addition, since LEAs will be eligible for intensive interventions after three consecutive years, the first time an LEA would be eligible for intensive interventions is 2019.

Table 13

Criteria for Determining LEA Eligibility for Technical Assistance and Intervention

Basics (Priority 1)

- *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

Parent Engagement (Priority 3)

- *Not Met for Two or More Years* on Local Performance 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, **or**
- *Red* on the English Learner Progress Indicator (EL student group only)

Pupil Engagement (Priority 5)

- *Red* on Graduation Rate Indicator, **or**
- *Red* on Chronic Absence Indicator

School Climate (Priority 6)

- *Red* on Suspension Rate Indicator, **or**
- *Not Met for Two or More Years* on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red* on College/Career Indicator

Coordination of Services for Expelled Pupils – COEs Only (Priority 9)

- *Not Met for Two or More Years* on Local Performance 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 Eligible for Technical Assistance

For an LEA to be identified for technical assistance, ***one student group*** must meet specific criteria (identified in Table 13) in two or more different LCFF state priority areas.

Example 1
Diamond Elementary School District

Performance levels achieved by the **White student group** in all applicable state indicators:

LCFF State Priority Area	State Indicator	Fall 2017 Performance Level (Color)
Priority 4	ELA	Yellow
Priority 4	Mathematics	Orange
Priority 6	Suspension Rate	Green

To meet the criteria for **Priority 4**, a student group must have:

- *Red* on both the ELA and Mathematics tests,
  -or-
- *Red* on ELA or Mathematics test **and** *Orange* on the other test

The performance levels of the White student group for Priority 4 (i.e., Yellow and Orange) **does not meet** the criteria.

To meet the criteria for **Priority 6**, a student group must have:

- *Red* on the Suspension Rate Indicator

The performance level of the White student group for Priority 6 (i.e., Green) **does not meet** the criteria.

The Student Group Does Not Meet the Criteria in any Priority Area. The LEA is Not Eligible for Technical Assistance.

Example 2
Jade Union High School District

Performance levels achieved by the **SED student group** in all applicable state indicators:

LCFF State Priority Area	State Indicator	Fall 2017 Performance Level (Color)
Priority 4	EL Progress	Orange
Priority 5	Graduation Rate	Red
Priority 6	Suspension Rate	Red

To meet the criteria for **Priority 4**, a student group must have:

- *Red* on EL Progress Indicator

The performance levels of the SED student group for Priority 4 (i.e., Orange) **does not meet** the criteria.

To meet the criteria for **Priority 5**, a student group must have:

- *Red* on the Graduation Rate Indicator

The performance level of the SED student group for Priority 5 (i.e., Red) **meets** the criteria.

To meet the criteria for **Priority 6**, a student group must have:

- *Red* on the Suspension Rate Indicator

The performance level of the SED student group for Priority 6 (i.e., Red) **meets** the criteria.

The Student Group Meets the Criteria in Two Priority Areas. The LEA is Eligible for Technical Assistance.

Example 3

Turquois Union Elementary School District

Performance levels achieved by the **EL student group** in all applicable state indicators:

LCFF State Priority Area	State Indicator	Fall 2017 Performance Level (Color)
Priority 4	ELA	Red
Priority 4	Mathematics	Red
Priority 4	EL Progress	Yellow
Priority 6	Suspension Rate	Green

To meet the criteria for **Priority 4**, a student group must have:

- *Red* on both the ELA and Mathematics tests,
  -or-
- *Red* on ELA or Mathematics test **and** *Orange* on the other test,
  -or-
- *Red* on the EL Progress

The performance level of the EL student group for Priority 4 (i.e., Red in ELA and Red in mathematics) **meets** the criteria.

To meet the criteria for **Priority 6**, a student group must have:

- *Red* on the Suspension Rate Indicator

The performance level of the EL student group for Priority 6 (i.e., Green) **does not meet** the criteria.

The Student Group Meets the Criteria for Priority Area 4, but Not for Priority Area 6. The LEA is Not Eligible for Technical Assistance.

Example 4

Pearl Unified School District

Performance levels achieved by the **Black or African American student group** in all applicable state indicators:

LCFF State Priority Area	State Indicator	Fall 2017 Performance Level (Color)
Priority 4	ELA	Orange
Priority 4	Mathematics	Orange
Priority 5	Graduation Rate	Yellow
Priority 6	Suspension Rate	Yellow

To meet the criteria for **Priority 4**, a student group must have:

- *Red* on both the ELA and Mathematics tests,
  -or-
- *Red* on ELA or Mathematics test **and** *Orange* on the other test

The performance level of the African American student group for Priority 4 (i.e., Orange and Orange) **does not meet** the criteria.

To meet the criteria for **Priority 5**, a student group must have:

- *Red* on the Suspension Rate Indicator

The performance level of the African American student group for Priority 5 (i.e., Yellow), **does not meet** the criteria.

To meet the criteria for **Priority 6** a student group must have:

- *Red* on the Suspension Rate Indicator

The performance level of the African American student group for Priority 6 (i.e., Yellow) **does not meet** the criteria.

The Student Group Did Not Meet the Criteria in any of the Priority Areas. The LEA is Not Eligible for Technical Assistance.

Example 5
Violet Unified School District

Performance levels achieved by the **EL student group** in all applicable state indicators:

LCFF State Priority Area	State Indicator	Fall 2017 Performance Level (Color)
Priority 4	ELA	Orange
Priority 4	Mathematics	Orange
Priority 4	EL Progress	Red
Priority 5	Graduation Rate	Red
Priority 6	Suspension Rate	Orange

To meet the criteria for **Priority 4**, a student group must have:

- *Red* on both the ELA and Mathematics tests,

  -or-
- *Red* on ELA or Mathematics test **and** *Orange* on the other test,

  -or-
- *Red* on the EL Progress

The performance level of the EL student group for Priority 4 (i.e., Red in EL Progress) **meets** the criteria.

To meet the criteria for **Priority 5**, a student group must have:

- *Red* on the Graduation Rate Indicator

The performance level of the EL student group for Priority 5 (i.e., Red) **meets** the criteria.

To meet the criteria for **Priority 6**, a student group must have:

- *Red* on the Suspension Rate Indicator

The performance level of the EL student group for Priority 6 (i.e., Orange) **does not meet** the criteria.

The Student Group Meets the Criteria for Two Priority Areas (4 and 6). The LEA is Eligible for Technical Assistance.

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 SBE, including the five-by-five color tables that identify the 25 performance levels (or colors) for each state indicator.

Suspension Rate Indicator

The Suspension Rate Indicator is based on multiple distributions because the suspension data varies widely among 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 1 displays the proposed cut scores for each “Status” level by LEA type: elementary, high, and unified school districts.

Table 1

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 2 through 4 display the “Status” cut scores based on the statewide LEA distributions.

Table 2: Elementary School Districts

Percentile	Suspension Rate	Status Level
5	8.8000	Very High
10	6.4000	
11.2	6.0000	High
15	5.3500	
20	4.6000	
25	4.0000	
30	3.5000	
35	3.1000	
36.1	3.0000	Medium
40	2.8000	
45	2.6000	
50	2.1000	
55	1.9000	
60	1.6000	
61	1.5000	Low
65	1.3000	
70	1.1000	
75	0.7000	
80	0.5000	Very Low
85	0.3000	
90	0.0000	
95	0.0000	

Total number of elementary school districts = 349

Table 3: High School Districts

Percentile	Suspension Rate	Status Level
5	12.0	Very High
10	11.3	
15	9.5	
16	9.0	High
20	8.6	
25	7.9	
30	7.4	
35	7.0	
40	6.6	
44	6.0	Medium
45	5.9	
50	5.6	
55	5.2	
60	4.7	
65	4.6	
70	4.2	
75	3.7	
80	3.5	Low
85	2.6	
90	1.8	
93.3	1.5	Very Low
95	1.4	

Total number of high school districts = 75

Table 4: Unified School Districts

Percentile	Suspension Rate	Status Level
5	9.5000	Very High
10	8.2000	
10.4	8.0000	High
15	7.2000	
20	6.5000	
25	5.9000	
30	5.6000	
35	5.1000	
40	4.7000	
42	4.5000	Medium
45	4.3000	
50	4.000	
55	3.7000	
60	3.3000	
65	3.0000	
70	2.8000	
73.1	2.5000	Low
75	2.4000	
80	2.2000	
85	1.8000	
90	1.4000	
92.8	1.0000	Very Low
95	0.9000	

Total number of unified school districts = 337

LEA-Level Change

"Change" is the difference between the current year suspension rate and the prior year suspension rate. Table 5 displays the proposed cut scores for each "Change" level by LEA type.

Table 5

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%.

Tables 6 through 8 displays the “Change” cut scores based on the statewide LEA type.

Table 6: Elementary School Districts (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
5	2.2500	Increased Significantly
6.7	2.0000	Increased
10	0.9000	
15	0.6000	
20	0.3000	
25	0.2000	Maintained
30	0.1000	
35	0.0000	
40	0.0000	
45	-0.1000	
50	-0.2000	
55	-0.3000	Declined
60	-0.4000	
65	-0.5000	
70	-0.8000	
75	-0.9000	
80	-1.1000	
85	-1.5000	
90	-2.0000	Declined Significantly
95	-3.1500	

Total number of elementary school districts = 349

Table 7: High School Districts (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
5	4.2000	Increased Significantly
5.3	3.0000	Increased
10	0.9000	
15	0.6000	
16	0.5000	
20	0.3000	Maintained
25	0.1000	
30	-0.1000	
35	-0.1000	
40	-0.2000	
45	-0.5000	Declined
50	-0.7000	
55	-0.8000	
60	-1.0000	
65	-1.2000	
70	-1.4000	
75	-1.6000	
80	-1.9000	
85	-2.3000	
90	-2.6000	
92	-3.0000	Declined Significantly
95	-4.6000	

Total number of high school districts = 75

Table 8: Unified School Districts (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
3	2.1000	Increased Significantly
3.6	2.0000	Increased
5	1.4000	
10	0.9000	
15	0.5000	
20	0.3000	
25	0.1000	Maintained
30	0.0000	
35	-0.2000	
40	-0.2000	
40.2	-0.3000	Declined
45	-0.4000	
50	-0.5000	
55	-0.6000	
60	-0.9000	
65	-1.0000	
70	-1.2000	
75	-1.3000	
80	-1.7000	
83.7	-2.0000	Declined Significantly
85	-2.1000	
90	-2.5000	
95	-3.2000	

Total number of unified school districts = 337

School-Level Status

"Status" at the school-level uses the current year suspension rate. Table 9 displays the cut scores for each "Status" level by school type (i.e., elementary, middle, and high schools).

Table 9

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 10 through 12 display the "Status" cut scores based on the statewide distributions for elementary, middle, and high schools.

Table 10: Elementary Schools

Percentile	Suspension Rate	Status Level
5	6.7000	Very High
6	6.0000	High
10	4.7000	
15	3.7000	
20	3.0000	Medium
25	2.4000	
30	2.0000	
35	1.7000	
40	1.4000	
45	1.2000	
50	1.0000	Low
55	0.8000	
60	0.7000	
65	0.5000	Very Low
70	0.4000	
75	0.2000	
80	0.2000	
85	0.0000	
90	0.0000	
95	0.0000	

Total number of elementary schools = 5,776

Table 11: Middle Schools

Percentile	Suspension Rate	Status Level
5	18.3000	Very High
10	14.3400	
15	12.1000	
15.1	12.0000	High
20	10.6800	
25	9.5000	
30	8.6000	
32.9	8.0000	Medium
35	7.6000	
40	6.9000	
45	6.1000	
50	5.5000	
55	4.8000	
60	4.3000	
65	3.7000	
70	3.1000	
75	2.6000	
80	2.0000	Low
85	1.5000	
90	0.9000	
93.3	0.5000	Very Low
95	0.3000	

Total number of middle schools = 1,335

Table 12: High Schools

Percentile	Suspension Rate	Status Level
5	14.1000	Very High
10	10.5800	
11.2	10.0000	High
15	8.7000	
20	7.3000	
25	6.5000	
27.8	6.0000	Medium
30	5.7000	
35	5.0000	
40	4.4200	
45	3.8000	
50	3.3000	
54.6	2.8000	
60	2.4000	
65	1.9000	
68.4	1.5000	Low
70	1.4000	
75	0.9000	
80	0.5000	Very Low
85	0.1000	
90	0.0000	
95	0.0000	

Total number of high schools = 1,481

School-Level Change

"Change" at the school-level is the difference between the current year suspension rate and the prior year suspension rate. Table 13 displays the cut scores for each "Change" level by school type.

Table 13

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%.

Tables 14 through 16 display the "Change" cut scores based on the statewide distributions for elementary, middle, and high schools.

Table 14: Elementary Schools (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
4	2.3000	Increased Significantly
5	2.0000	Increased
10	1.2000	
15	0.7000	
20	0.5000	
25	0.3000	
30	0.2000	Maintained
35	0.0000	
40	0.0000	
45	0.0000	
50	-0.1000	
55	-0.2000	
60	-0.3000	Declined
65	-0.5000	
70	-0.6000	
75	-0.8000	
76.9	-1.0000	Declined Significantly
80	-1.1000	
85	-1.5000	
90	-2.1000	
95	-3.0000	

Total number of elementary schools = 5,776

Table 15: Middle Schools (Suspension)

Percentile	% Change from Prior Year to Current Year	Change Level
5	4.2200	Increased Significantly
5.5	4.0000	Increased
10	2.3000	
15	1.5000	
20	0.9000	
25	0.5000	
26.8	0.3000	
30	0.1000	Maintained
35	0.0000	
40	-0.2000	
40.4	-0.3000	Declined
45	-0.5000	
50	-0.8000	
55	-1.0000	
60	-1.3000	
65	-1.7000	
70	-2.2000	
75	-2.7000	
77.6	-3.0000	Declined Significantly
80	-3.2000	
85	-4.3000	
90	-5.2400	
95	-7.6000	

Total number of middle schools = 1,335

Table 16: 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	
15	1.2000	
20	0.6600	
25	0.4000	
25.7	0.3000	
30	0.2000	Maintained
35	0.0000	
40	0.0000	
45	0.0000	
50	-0.2000	
51	-0.3000	Declined
55	-0.4000	
60	-0.6000	
65	-0.9000	
70	-1.2000	
75	-1.5000	
80	-1.9000	
80.6	-2.0000	Declined Significantly
85	-2.5000	
90	-3.4000	
95	-5.3900	

Total number of high schools = 1,481

Five-by-Five Color Tables and Performance Levels for LEAs, Schools, and Student Groups

Tables 17 through 22 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 17: Suspension Indicator (Elementary District)

Suspension Indicator (Elementary District)

Suspension Change

Suspension Status: Level	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or greater
Very Low 0.5% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 0.5% to 1.5%	N/A	Yellow	Green	Green	Blue
Medium Greater than 1.5% 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

Table 18: Suspension Indicator (High School District)

Suspension Indicator (High School District)

Suspension Status	Suspension Change				
Level	Increased Significantly by greater than 3.0%	Increased by 0.5% to 3.0%	Maintained Declined or increased by less than 0.5%	Declined by 0.5% to less than 3.0%	Declined Significantly by 3.0% or greater
Very Low 1.5% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 1.5% to 3.5%	Orange	Yellow	Green	Green	Blue
Medium Greater than 3.5% to 6.0%	Orange	Orange	Yellow	Green	Green
High Greater than 6.0% to 9.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 9.0%	Red	Red	Red	Orange	Yellow

Table 19: Suspension Indicator (Unified School District)

Suspension Indicator (Unified School District)

Suspension Status	Suspension Change: Increased Significantly (by greater than 2.0%)	Increased (by 0.3% to 2.0%)	Maintained (Declined or increased by less than 0.3%)	Declined (by 0.3% to less than 2.0%)	Declined Significantly (by 2.0% or greater)
Very Low (1.0% or less)	N/A	Green	Blue	Blue	Blue
Low (Greater than 1.0% to 2.5%)	Orange	Yellow	Green	Green	Blue
Medium (Greater than 2.5% to 4.5%)	Orange	Orange	Yellow	Green	Green
High (Greater than 4.5% to 8.0%)	Red	Orange	Orange	Yellow	Yellow
Very High (Greater than 8.0%)	Red	Red	Red	Orange	Yellow

Table 20: Suspension Indicator (Elementary School)

Suspension Indicator (Elementary School)

Suspension Status	Suspension Change				
Level	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly 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

Table 21: Suspension Indicator (Middle School)

Suspension Indicator (Middle School)

Suspension Status	Suspension Change				
Level	Increased Significantly by greater than 4.0%	Increased by 0.3% to 4.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 3.0%	Declined Significantly by 3.0% or greater
Very Low 0.5% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 0.5% to 2.0%	N/A	Yellow	Green	Green	Blue
Medium Greater than 2.0% to 8.0%	Orange	Orange	Yellow	Green	Green
High Greater than 8.0% to 12.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 12.0%	Red	Red	Red	Orange	Yellow

Table 22: Suspension Indicator (High School)

Suspension Indicator (High School)

Suspension Status	Suspension Change				
Level	Increased Significantly by greater than 3.0%	Increased by 0.3% to 3.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 2.0%	Declined Significantly by 2.0% or greater
Very Low 0.5% or less	N/A	Green	Blue	Blue	Blue
Low Greater than 0.5% to 1.5%	N/A	Yellow	Green	Green	Blue
Medium Greater than 1.5% to 6.0%	Orange	Orange	Yellow	Green	Green
High Greater than 6.0% to 10.0%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 10.0%	Red	Red	Red	Orange	Yellow

English Learner Progress Indicator

Status: For the English Learner Progress Indicator (ELPI), "Status" is the percent of ELs who moved up at least one performance level on the CELDT from prior year to current year and the percent of EL students who were reclassified in the prior year. Table 23 displays the cut scores for each of the "Status" levels.

Table 23

Status Level	Status Cut Score
Very Low	Less than 60% of EL students increased at least one CELDT level or were reclassified.
Low	60% to less than 67% of EL students increased at least one CELDT level or were reclassified.
Medium	67% to less than 75%, of EL students increased at least one CELDT level or were reclassified.
High	75% to less than 85% EL students increased at least one CELDT level or were reclassified.
Very High	85% or more EL students increased at least one CELDT level or were reclassified.

Table 24 displays the ELPI "Status" cut scores based on the statewide LEA-level distribution.

Table 24

Percentile	Moved Up at Least One Performance Level in Current Year Plus Reclassified in Prior Year	Status Level
5	52.81	Very Low
10	57.40	
14.6	60.00	Low
15	60.23	
20	62.30	
25	63.85	
30	65.40	
35	66.70	
37.3	67.00	Medium
40	67.70	
45	68.60	
50	69.70	
55	70.70	
60	71.90	
65	73.10	
70	74.60	
71.7	75.00	High
75	76.05	
80	77.96	
85	80.17	
90	83.58	
91.5	85.00	Very High
95	88.28	

Total number of LEAs = 1,181

Change is based on the difference in "Status" from current year to prior year. Table 25 displays the cut scores determined for the ELPI "Change" levels.

Table 25

Change Level	Change Cut Score
Declined Significantly	ELPI declined by more than 10%.
Declined	ELPI declined 1.5% to 10%.
Maintained	ELPI declined or increased by less than 1.5%.
Increased	ELPI increased by 1.5% to less than 10%.
Increased Significantly	ELPI increased by 10% or more.

Table 26 displays the ELPI "Change" cut scores based on the statewide LEA-level distribution.

Table 26

Percentile	% Change from Prior Year to Current Year	Change Level
5	-18.88	Declined Significantly
10	-11.60	
12.4	-10.00	Declined
15	-8.54	
20	-6.20	
25	-4.75	
30	-3.54	
35	-2.40	
39.7	-1.50	
40	-1.42	Maintained
45	-0.70	
50	0.00	
55	0.71	
60	1.40	
62.3	1.50	Increased
65	2.30	
70	3.20	
75	4.70	
80	5.90	
85	8.40	
88.1	10.00	Increased Significantly
90	12.00	
95	18.30	

Total number of LEAs = 1,181

Five-by-Five Color Table and Performance Levels for LEAs and Schools

Table 27 identifies the “Status” and “Change” cut scores presented earlier. It also reflects the performance levels (or colors) that the EL student group would earn (for LEAs and schools) based on their “Status” and “Change” results.

Table 27

English Learner Progress Performance Levels

English Learner Progress Change (Change in Percent Progressing and Reclassified)

English Learner Progress Status (Percent Progressing Plus Reclassified)	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0%	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0%	Red	Red	Red	Orange	Yellow

Graduation Rate Indicator

Status is the current four-year cohort graduation rate (i.e., 2014–15). 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 28 displays the proposed cut scores for each "Status" level.

Table 28

Status Level	Status Cut Score
Very Low	Graduation rate is less than 67%.
Low	Graduation rate is 67% to less than 85%.
Medium	Graduation rate is 85% to less than 90%.
High	Graduation rate is 90% to less than 95%.
Very High	Graduation rate is 95% or greater.

Table 29 displays the "Status" cut scores based on the statewide LEA-level distribution.

Table 29

Percentile	Graduation Rate	Status Level
5	61.8760	Very Low
6.2	67.0000	Low
10	77.1140	
15	81.8700	
20	84.7200	
20.2	85.0000	Medium
25	86.8200	
30	88.2880	
35	89.4880	
37.1	90.0000	High
40	90.5800	
45	91.3240	
50	92.1500	
55	92.9100	
60	93.5240	
65	94.2000	
70	94.8020	
72	95.0000	Very High
75	95.3500	
80	96.0560	
85	96.7740	
90	97.3280	
95	98.0120	

Total number of LEAs = 515

Change is the difference between the current four-year cohort graduation rate and a three-year average (e.g., 2011–12, 2012–13, and 2013–14). Table 30 displays the proposed cut scores for each "Change" level:

Table 30

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 1%.
Increased	Graduation rate increased by 1% to less than 5%.
Increased Significantly	Graduation rate increased by 5% or more.

Table 31 displays the "Change" cut scores based on the statewide LEA-level distribution.

Table 31

Percentile	Graduation Rate Change	Change Level
5	-9.4200	Declined Significantly
10	-6.7400	
15	-5.3000	
16.5	-5.0000	Declined
20	-4.4000	
25	-3.6000	
30	-3.0000	
35	-2.4000	
40	-1.9000	
45	-1.6000	
50	-1.2000	
52	-1.0000	
55	-0.7000	Maintained
60	-0.3000	
65	0.4000	
69.5	1.0000	Increased
70	1.1000	
75	1.6000	
80	2.5800	
85	3.9000	
89.5	5.0000	Increased Significantly
90	5.3400	
95	8.3000	

Total number of LEAs = 515

Five-by-Five Color Tables and Performance Levels for LEAs, Schools, and Student Groups

Table 32 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 32

Graduation Performance Categories

Graduation Status	Graduation Change: Declined Significantly (by greater than 5.0%)	Declined (by 1.0% to 5.0%)	Maintained (Declined or increased by less than 1.0%)	Increased (by 1.0% to less than 5.0%)	Increased Significantly (by 5.0% or greater)
Very High (95.0% or greater)	N/A	Blue	Blue	Blue	Blue
High (90.0% to less than 95.0%)	Orange	Yellow	Green	Green	Blue
Medium (85.0% to less than 90.0%)	Orange	Orange	Yellow	Green	Green
Low (67.0% to less than 85.0%)	Red	Orange	Orange	Yellow	Yellow
Very Low (Less than 67.0%)	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.

Academic Indicator: Grades Three through Eight

English Language Arts/Literacy

Status is the average Distance from Level 3 (DF3) using the 2016 Smarter Balanced Summative Assessments ELA results. Table 33 displays the cut scores for each Status level.

Table 33

Status Level	Status Cut Score
Very Low	Average DF3 is more than 70 points below.
Low	Average DF3 is more than 5 points below to 70 points below.
Medium	Average DF3 is 5 points below to less than 10 points above.
High	Average DF3 is 10 points above to less than 45 points above.
Very High	Average DF3 is 45 or more points above.

Table 34 displays the “Status” cut scores based on the statewide LEA-level distribution.

Table 34

Percentile	ELA Average DF3	Status Level
5	-71.2	Very Low
5.3	-70	Low
10	-57.4	
15	-48.8	
20	-42.9	
25	-38.1	
30	-33.1	
35	-28.3	
40	-23.2	
45	-18.6	
50	-13.3	
55	-8.5	
58.1	-5	Medium
60	-2.6	
65	2.5	
70	9.2	
70.7	10	High
75	16.85	
80	23.7	
85	33.3	
90	45	Very High
95	61.5	

Total number of LEAs = 1,559

Change is the difference between the current Status and the prior year Status. Table 35 displays the cut scores for each Change level.

Table 35

Change Level	Change Cut Score
Declined Significantly	Average DF3 declined by more than 15 points.
Declined	Average DF3 declined by 1 to 15 points.
Maintained	Average DF3 declined by less than 1 point or increased by less than 7 points.
Increased	Average DF3 increased by 7 to less than 20 points.
Increased Significantly	Average DF3 increased by 20 or more points.

Table 36 displays the "Change" cut scores based on the statewide LEA-level distribution.

Table 36

Percentile	ELA Change from Prior Year to Current Year	Change Level
2.0	-18	Declined Significantly
2.6	-15	Declined
5	-11.1	
10	-5.1	
15	-1.7	
16.3	-1	
20	0.9	Maintained
25	2.7	
30	4	
35	5.2	
40	6.2	
43.0	7	Increased
45	7.6	
50	8.55	
55	9.6	
60	10.8	
65	11.9	
70	13.1	
75	14.6	
80	16.6	
85	19.1	
86.6	20	Increased Significantly
90	23.2	
95	29.3	

Total number of LEAs = 1,559

Five-by-Five Color Table and Performance Levels for LEAs, Schools, and Student Groups

Table 37 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 37

ELA Academic Indicator – Distance from Level 3

Change in Average Distance from Level 3

Average Distance from Level 3: Level	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow	Green	Blue	Blue	Blue
High 10 points above to less than 45 points above	Orange	Yellow	Green	Green	Blue
Medium 5 points below to less than 10 points above	Orange	Orange	Yellow	Green	Green
Low More than 5 points below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

Mathematics

Status is the average DF3 using the 2016 Smarter Balanced Summative Assessments mathematics results. Table 38 displays the cut scores for each Status level.

Table 38

Status Level	Status Cut Score
Very Low	Average DF3 is more than 95 points below.
Low	Average DF3 is more than 25 points below to 95 points below.
Medium	Average DF3 is more than 5 points below to 25 points below.
High	Average DF3 is 5 points below to less than 35 points above.
Very High	Average DF3 is 35 or more points above.

Table 39 displays the “Status” cut scores based on the statewide LEA-level distribution.

Table 39

Percentile	Math Average DF3	Status Levels
5	-96.1	Very Low
5.2	-95	Low
10	-83.7	
15	-74.9	
20	-69	
25	-63.85	
30	-57.8	
35	-51.8	
40	-47.1	
45	-41.8	
50	-36.35	
55	-31.5	
60	-25.4	
60.5	-25	Medium
65	-19	
70	-12.7	
74.7	-5	High
75	-4.1	
80	3.8	
85	14.8	
90	27.3	
92.5	35	Very High
95	45.6	

Total number of LEAs = 1,558

Change is the difference between the current Status and the prior year Status. Table 40 displays the cut scores for each Change level.

Table 40

Change Level	Change Cut Score
Declined Significantly	Average DF3 declined by more than 10 points.
Declined	Average DF3 declined by 1 to 10 points.
Maintained	Average DF3 declined by less than 1 point or increased by less than 5 points.
Increased	Average DF3 increased by 5 to less than 15 points.
Increased Significantly	Average DF3 increased by 15 or more points.

Table 41 displays the "Change" cut scores based on the statewide LEA-level distribution.

Table 41

Percentile	Math Change from Prior Year to Current Year	Math Change Levels
5	-11.8	Declined Significantly
6.6	-10	Declined
10	-7.1	
15	-4	
20	-1.65	
21.8	-1	
25	0.2	Maintained
30	1.7	
35	3	
40	4.3	
43.7	5	Increased
45	5.3	
50	6.4	
55	7.4	
60	8.4	
65	9.7	
70	10.9	
75	12.5	
80	14.6	
81.5	15	Increased Significantly
85	16.8	
90	20	
95	25	

Total number of LEAs = 1,558

Five-by-Five Color Tables and Performance Levels for LEAs, Schools, and Student Groups

Table 42 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 42

Math Academic Indicator – Distance from Level 3

Average Distance from Level 3

Average Distance from Level 3	Level	Declined Significantly by more than 10 points	Declined by 1 to 10 Points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
	Very High 35 or more points above	Yellow	Green	Blue	Blue	Blue
	High 5 points below to less than 35 points above	Orange	Yellow	Green	Green	Blue
	Medium More than 5 points below to 25 points below	Orange	Orange	Yellow	Green	Green
	Low More than 25 points below to 95 points below	Red	Orange	Yellow	Yellow	Yellow
	Very Low More than 95 points below	Red	Red	Red	Orange	Yellow

Appendix B
Self-Assessment Tools for Local Indicators

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

Information on Priority 1 is collected through the School Accountability Report Card (SARC). LEAs will use locally available information, including data reported through the SARC, to provide evidence of progress on Priority 1. In the future, the Dashboard, which was developed using the same Web-based user interface system that supports the CDE's SARC template, will auto-populate the SARC data into Dashboard. When this occurs, *all schools* in an LEA will need to use the CDE SARC template in order for the school-level data to automatically aggregate to the LEA-level for reporting through the Dashboard.

LCFF Priority 2: Implementation of State Academic Standards

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Criteria: LEA would assess its performance on a (*Met / Not Met / Not Met for Two or More Years*) scale.

Evidence: LEA would use locally available information, including data currently reported through the SARC, and determine whether it reported the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs may provide a narrative summary of their 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, 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 SBE 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
- English Language Development (ELD) (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

	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					

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

	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

	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

	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

	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					

Optional Narrative

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

LCFF Priority 3: Parent Engagement

Standard: LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Criteria: LEA would assess its performance on a (*Met / Not Met / Not Met for Two or More Years*) scale.

Evidence: LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs will provide a narrative summary of their 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 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), summarize:

(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:

(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 could 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.

3. 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

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board ***at a regularly scheduled meeting of the local governing board*** and to stakeholders and the public through the Dashboard.

Evidence: LEA administers a survey as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Proposed Local Data Reporting Interface:

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). Specifically, 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 that is particularly relevant to school safety and connectedness.

[Insert LEA summary of school climate results.]

LCFF Priority 9: Coordination of Services for Expelled Students

Standard: COE annually measures its progress in coordinating instruction as required by *EC* Section 48926 and reports the results to its local governing board ***at a regularly scheduled meeting of the local governing board*** and to stakeholders and the public through the evaluation rubrics.

Evidence: COE determines its progress through the use of a self-assessment tool that will be included in the Dashboard, and report these results to its local governing board and through the local data selection option in the Dashboard.

Proposed Self-Assessment Tool:

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county?

	Exploration and Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	-	-	-	-	-
a. Review of required outcome data.	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	1	2	3	4	5
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.	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	1	2	3	4	5
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.	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	1	2	3	4	5

Coordination of Services for Foster Youth (Priority 10)

Standard: COE annually measures its progress in coordinating services for foster youth and reports the results to its local governing board ***at a regularly scheduled meeting of the local governing board*** and to stakeholders and the public through the Dashboard.

Evidence: COE would determine its progress through the use of a self-assessment tool that will be included in the evaluation rubrics web-based user interface, and report the results to its local governing board and through the local data selection option in the Dashboard.

Proposed Self-Assessment Tool:

Assess the degree of implementation of coordinated service program components for foster youth in your county?

	Exploration and Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability
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).	1	2	3	4	5
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).	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	1	2	3	4	5
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.	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.	1	2	3	4	5
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.	1	2	3	4	5
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.	1	2	3	4	5
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.	1	2	3	4	5

Appendix C

Academic Indicator and Grade Eleven Distance from Level 3: Inclusion and Exclusion Rules

Inclusion/Exclusion Flowchart to Determine Which Students Should Be Included in the Academic Indicator and the Grade 11 Distance from Level 3 Report

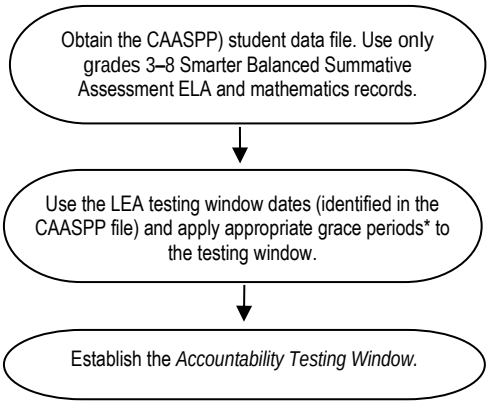
Step 1a: Determine the Accountability Testing Window for the Smarter Balanced Assessments, Grades Three Through Eight and Eleven

Accountability Testing Window for Smarter Balanced Summative Assessments

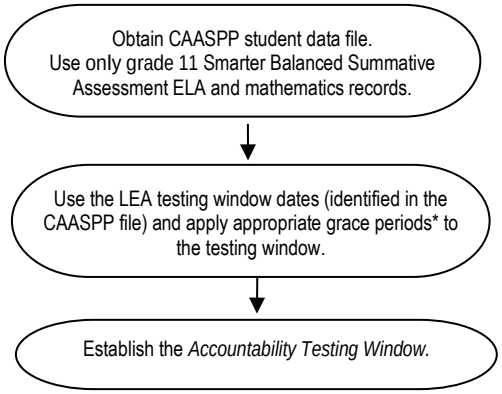
Determine for each school, per grade span(s) and testing administration, as applicable.

(Note that California Alternate Assessment results are not included in the calculations.

Grades 3–8



Grade 11



***Grace Periods for the Smarter Balanced Summative Assessments**

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 14 Calendar Days or Less:** Schools with a testing window of 14 calendar days or less *do not have any* grace periods. In this instance, the 14 days (or less) is the accountability testing window.
- **Testing Window is 15 to 30 Calendar Days:** Schools with a testing window of 15 to 30 calendar days have a 14-day grace period applied *at the end* of the testing window.
- **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.

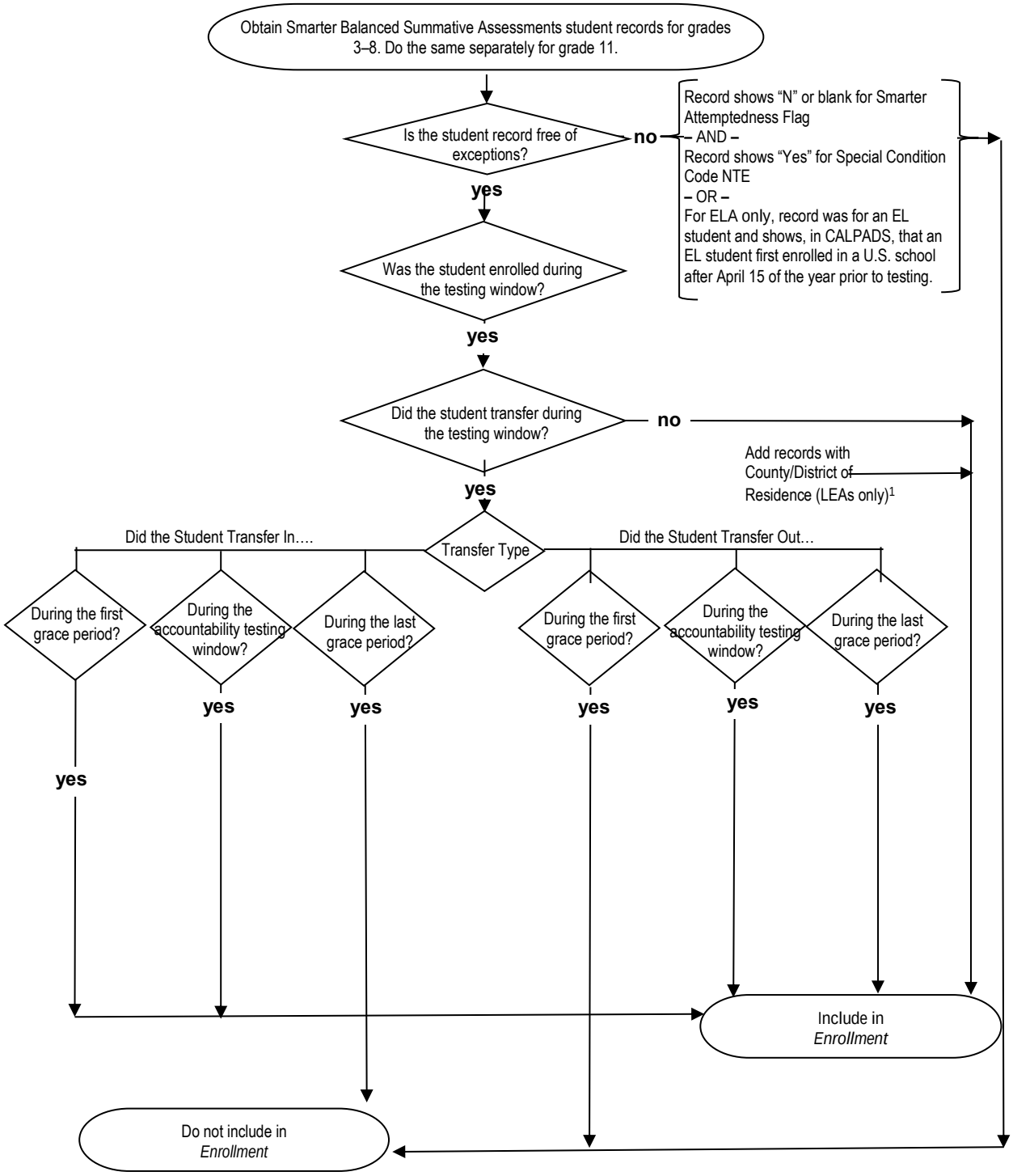
Inclusion/Exclusion Rules Flowchart

Step 2: Smarter Balanced Summative Assessments, Grades Three Through Eight and Eleven

Testing Codes are listed on page 104

Enrollment During the Testing Window

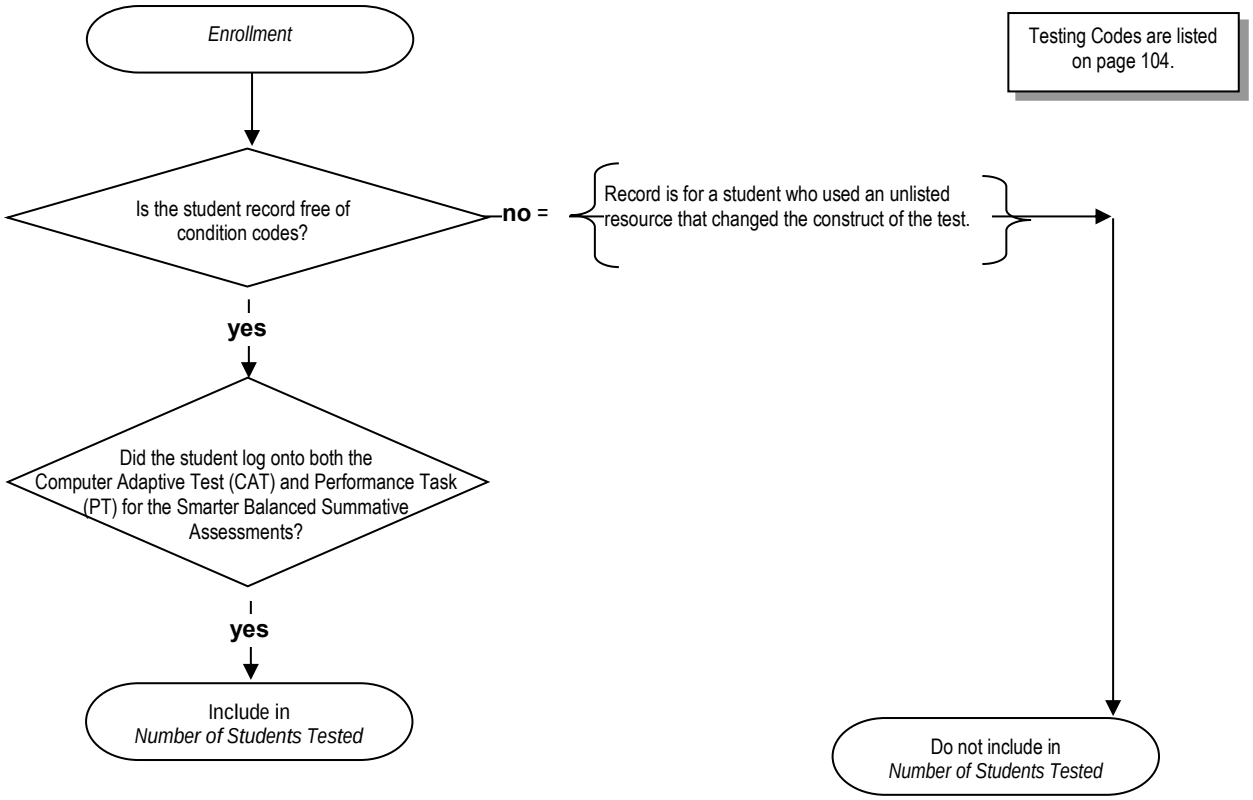
Calculate for each school, LEA, or student group separately in ELA and mathematics, and calculate separately for: (1) grades three through eight and (2) grade eleven.



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 school, LEA, or student group separately in ELA and mathematics, and calculate separately for: (1) grades three through eight and (2) grade eleven.

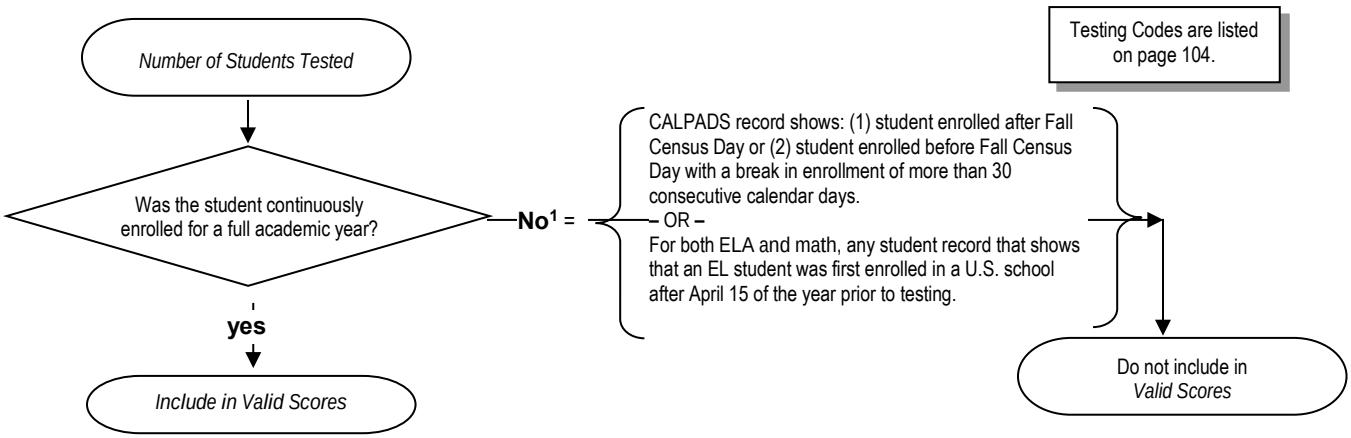


Inclusion/Exclusion Flowchart

Step 3: Grades Three Through Eight and Eleven

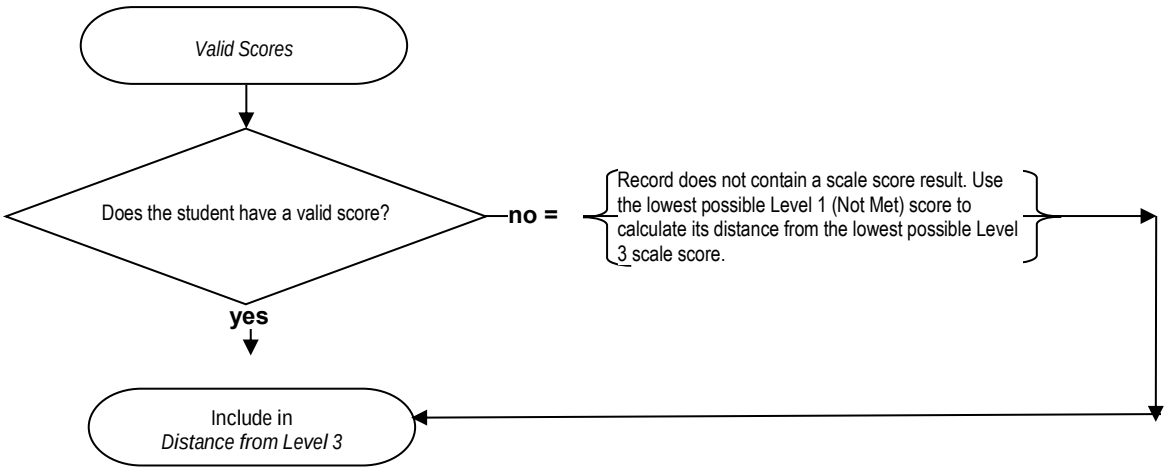
Valid Scores

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.



Distance from Level 3

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.



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. Mobility/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.

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 Level 3 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
Summary of Data Used in the Dashboard

What Data Will Be Used for the Preview and Public Release of the Spring 2017 Dashboard?

Table 1 identifies the data that will be used to calculate Status and Change for each of the state indicators, and local indicators uploaded on the Dashboard by the CDE. These data will be used for both the initial release of the Dashboard for LEA preview in February 2017 and the public release in March 2017.

Table 2 identifies which CALPADS data are used for the indicators reported by the CDE.

Table 1

Indicator	Data Used for Status	Data Used for Change
Suspension Rate	2014–15 suspension rate	2014–15 suspension rate ***minus*** 2013–14 suspension rate
English Learner Progress	2015 and 2014 CELDT + 2014 reclassification data	2015 and 2014 CELDT + 2014 reclassification data ***minus*** 2014 and 2013 CELDT + 2013 reclassification data
Graduation Rate	2014–15 four-year cohort graduation rate (Class of 2015)	2014–15 four-year cohort graduation rate ***minus*** Three-year weighted average (i.e., 2013–14, 2012–13, and 2011-12)
Academic: Grades 3-8	2016 Smarter Balanced Summative Assessments (ELA and mathematics)	2016 Average Distance from Level 3 ***minus*** 2015 Average Distance from Level 3
College/Career (No performance level or color)	Graduates in the 2013–14 four-year graduation cohort (class of 2014) who are “Prepared”, “Approaching Prepared”, and “Not Prepared” on the CCI	Not Applicable
Grade 11 Distance from Level 3 (No performance level or color)	2016 Smarter Balanced Summative Assessments (ELA and mathematics)	2016 Average Distance from Level 3 ***minus*** 2015 Average Distance from Level 3

Appendix F
CALPADS Data Used in Indicators Reported by the CDE

The table below identifies the CALPADS data that are used for each of the indicators reported in the Dashboard by the CDE.

Data Used from CALPADS	Suspension Rate	English Learner Progress	Graduation Rate	Academic: Grades 3-8	College/ Career	Grade 11 Distance from Level 3
Enrollment	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Exit Date	N/A	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Discipline	**Yes**	N/A	N/A	N/A	N/A	N/A
School Completion (Graduated)	N/A	N/A	**Yes**	N/A	**Yes**	N/A
a-g Completion	N/A	N/A	N/A	N/A	**Yes**	N/A
Career Technical Education (CTE) Completion	N/A	N/A	N/A	N/A	**Yes**	N/A
Dual Enrollment	N/A	N/A	N/A	N/A	**Yes**	N/A
Race/Ethnicity	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
English Learner	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
Reclassified Fluent English Proficient (RFEP)	N/A	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
English Learner Enrolled in a U.S. School for Less than One Year	N/A	N/A	N/A	**Yes**	N/A	**Yes**
Valid Disability Code	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
Direct Certification	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
Parent Education Level	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
Foster Youth (Fall 2017 Release)	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
Homeless (Fall 2017 Release)	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
Migrant	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
Free-and-Reduced Priced Meals	**Yes**	N/A	**Yes**	**Yes**	**Yes**	**Yes**
County-District-Residence Code	N/A	N/A	N/A	**Yes**	N/A	**Yes**

Yes=Data are taken from CALPADS
N/A=Not applicable; data are not taken from CALPADS

CDE Contacts and Related Internet Pages

Topic	Contact Office	Web Page
• Calculations on State Indicators, College/Career Indicator, and Grade 11 Distance from Level 3 • Alternative Schools Accountability Model (ASAM) • SAT/ACT/Advanced Placement Reports	Academic Accountability Unit 916-319-0863 dashboard@cde.ca.gov aau@cde.ca.gov asam@cde.ca.gov SATACTAP@cde.ca.gov	http://www.cde.ca.gov/ta/ac/cm/ http://www.cde.ca.gov/ta/ac/am/ http://www.cde.ca.gov/ds/sp/ai/
• DataQuest	Data Reporting Office 916-327-0219	http://dq.cde.ca.gov/dataquest/
• Title III Reporting	Language Policy and Leadership Office 916-319-0845	http://www.cde.ca.gov/sp/el/t3/
• CAASPP – Smarter Balanced Summative Assessments and California Alternate Assessments	California Assessment of Student Performance and Progress Office 916-445-8765 caaspp@cde.ca.gov	http://www.cde.ca.gov/ta/tg/ca/
• Information on CALPADS	CALPADS/CBEDS/CDS Operations Office 916-324-6738 calpads@cde.ca.gov	http://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	http://www.cde.ca.gov/fg/aa/lc/
• Career Technical Education (CTE) Pathways • College Preparation and Postsecondary Programs	Career and College Transition Division 916-445-2652	http://www.cde.ca.gov/ci/ct/
• Charter Schools	Charter Schools Division 916-322-6029 charters@cde.ca.gov	http://www.cde.ca.gov/sp/cs/

Acronyms

AAU	Academic Accountability Unit
AP	Advanced Placement
ASAM	Alternative Schools Accountability Model
CAA	California Alternate Assessment
CALPADS	California Longitudinal Pupil Achievement Data System
CAASPP	California Assessment of Student Performance and Progress
CAT	Computer Adaptive Test
CCI	College/Career Indicator
CDE	California Department of Education
CDS Code	County-District-School Code
CELDT	California English Language Development Test
COE	County Office of Education
CTE	Career Technical Education
DF3	Distance from Level 3
EC	*Education Code*
EL	English Learner
ELA	English language arts/literacy
ELPI	English Learner Progress Indicator
ELD	English Language Development
EOY	End-of-Year
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
5 *CCR*	California Code of Regulations, Title 5
FRPM	Free and Reduced-Priced Meals
IB	International Baccalaureate
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency

Acronyms (Continued)

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
SSPI	State Superintendent of Public Instruction
SWD	Students with Disabilities
UC	University of California