# 2021 Dashboard Reference Guide

California Department of Education | December 2021

This reference guide was developed to help local educational agencies (LEAs) locate where they can access valid and reliable data, including additional resources and data available at the local level.

## Background

In April 2021, the U.S. Department of Education (ED) granted the California Department of Education (CDE) a waiver of specific accountability requirements, including suspending the reporting of state indicators on the 2021 California School Dashboard (Dashboard). In July 2021, Assembly Bill (AB) 130 was signed into state law which also suspended the publication of state indicators on the 2021 Dashboard. However, AB 130 requires that reliable and valid data that would have been included in the 2021 Dashboard be reported.

### Introduction

This guide is designed to serve as a quick reference to support the release of student outcome data for the 2020–21 school year and is organized into the following sections:

1. **Crosswalk for Dashboard State Indicators: This section identifies each Dashboard state indicator and reflects what and where the valid and reliable data associated with that indicator is reported (if applicable) and points to other reports that** LEAs **can run in relation to that indicator. Detailed information is provided for each indicator, including:**
	* Instructions on how to run the reports; and
	* Differences between DataQuest, the data reported in the School Dashboard Additional Reports, and local data sources, such as local student information systems and files received from outside vendors (e.g., The College Board or Educational Testing Service).
2. **Dashboard Local Indicators: This section notes the local data that** LEAs **uploaded to the Dashboard, including resources that** LEAs **can use.**

## Crosswalk for Dashboard State Indicators

### Academic Indicator

This indicator is only reported for students in grades three through eight and grade eleven and is based on results from the Smarter Balanced Summative Assessments in English language arts/literacy (ELA) and mathematics.

#### About Testing in 2020–21

Where COVID-19 circumstances do not make the statewide assessments a viable option, LEAs were able to use a locally administered assessment**.**

| ****State Indicator Reported on the Dashboard?**** | ****Other Reports to Run**** |
| --- | --- |
| No | * Student Score Data Files in the Test Operations Management System (TOMS) if California Assessment of Student Performance and Progress (CAASPP) assessments were administered.
* Local assessment data files if local assessments were administered or assessment data reported in the School Accountability Report Card(SARC).
* LEA, school, and student group CAASPP results if the LEA administered the test to their students.
 |

#### How to Run the TOMS Report

1. Navigate to the CAASPP website at <https://www.caaspp.org/>
2. Select the TOMS button
3. Log on to the TOMS system
4. Select your Role
5. Select the Reports link in the upper navigation bar
6. Select the desired report

#### How to Run the CAASPP Report

1. Navigate to the CDE Test Results for California's Assessments web page at <https://caaspp-elpac.cde.ca.gov/caaspp/>
2. Select the English Language Arts/Literacy and Mathematics button or the Alternate English Language Arts/Literacy and Mathematics button
3. Enter a school, district, county, ZIP, or county-district-school (CDS) code in the search box

#### What Is Different Between the TOMS File, CAASPP Report, and Local Files

The TOMS file lists individual student results for all students who took the statewide assessments in ELA and mathematics. The CAASPP web site reflects aggregated results at the LEA, school, and student group levels in ELA and mathematics. Local files show individual student results, but the information in these reports will vary depending on which local assessment was given.

#### Additional Local Data Sources

* Smarter Balanced Interim Assessment scores
* Common unit or benchmark assessments

### English Learner Progress Indicator (ELPI)

This indicator is reported for students who took the English Language Proficiency Assessments for California (ELPAC) Summative Assessment in grades one through twelve with an overall performance level in both the current and prior year. Since this indicator is a comparison of growth from one year to the next, kindergarten is not included.

#### About Testing in 2020–21

California was required to test English learner (EL) students using the Summative ELPAC.

| State Indicator Reported on the Dashboard? | Other Reports to Run |
| --- | --- |
| No | * Summative ELPAC student score data file in the TOMS—percentage of students at each ELPAC level disaggregated as needed
* Check assessments reported in SARC
* LEA, school, and student group ELPAC Summative results
 |

####  How to Run the TOMS Report

1. Navigate to the ELPAC website at [https://www.elpac.org](https://www.elpac.org/)
2. Select the TOMS button
3. Log on to the TOMS system
4. Select your Role
5. Select the Reports link in the upper navigation bar
6. Select the desired report

#### How to Run the ELPAC Report

1. Navigate to the CDE Test Results for California's Assessments web page at <https://caaspp-elpac.cde.ca.gov/caaspp/>
2. Select the English Language Proficiency button
3. Select the Initial ELPAC, Summative ELPAC, or Alternate ELPAC button
4. Enter a school, district, county, ZIP, or CDS code in the search box

#### Additional Local Data Sources

* California Longitudinal Pupil Achievement Data System (CALPADS): English Language Acquisition Status (ELAS) data
* Disaggregated ELPAC Data
* EL Downloadable Data files
	+ **CDE English Learners by Grade & Language** web pageat <https://www.cde.ca.gov/ds/ad/fileselsch.asp>
	+ **CDE** [**Fluent English Proficient Data**](https://www.cde.ca.gov/ds/ad/filesfepsch.asp) web pageat <https://www.cde.ca.gov/ds/ad/filesfepsch.asp>
	+ **CDE EL Reclassification Data** web pageat <https://www.cde.ca.gov/ds/ad/filesreclass.asp>
	+ **CDE Enrollment by ELAS, Long-Term English Learner (LTEL), and At-Risk by Grade** web pageat <https://www.cde.ca.gov/ds/ad/filesltel.asp>
* Student-level LTEL data file (access was provided to the LEA CALPADS Coordinators in November 2021)
* Number of EL students identified as students with disabilities

### Suspension Rate Indicator

This indicator is reported for students in kindergarten through grade twelve who are cumulatively enrolled and suspended at least once. The suspension data used for this indicator are sourced from the data that LEAs and schools submit to the CALPADS.

| State Indicator Reported on the Dashboard? | Other Reports to Run |
| --- | --- |
| No | * Suspension Rates (DataQuest)
* Expulsion Rates (DataQuest)
 |

How to Run the DataQuest Report

1. Navigate to the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>
2. Select a report Level
3. Select a report Subject
	1. Suspension (and Expulsion) Data
4. Select the Submit button

#### Additional Local Data Sources

* Office discipline referral data at the district and school level
* Student level disciplinary data from local student information systems
* The number and rates of students who receive exclusionary discipline from local student information systems

### Graduation Rate Indicator

The Graduation Rate Indicator is only calculated for schools and districts that have grade twelve students. The graduation rate data are sourced from the data that LEAs and schools submit to the CALPADS.

| State Indicator Reported on the Dashboard? | Other Reports to Run |
| --- | --- |
| No  | * Graduation Rates Additional Report **(2021 report available in February 2022)**, which includes the combined four- and five-year graduation rate and Dashboard Alternative School Status (DASS) graduation rate
* Graduation Rates (DataQuest):
* Four-Year Cohort Graduation Rates and Outcomes
* Five-Year Cohort Graduation Rates
 |

#### How to Run the Graduation Rate Additional Report (2021 report available February 2022)

1. Navigate to the CDE School Dashboard and Additional Reports web page at <https://www6.cde.ca.gov/californiamodel/>.
2. Enter a school or district name in the search box (you can also select the state report or county office of education report)
3. Select a School or District from the drop-down search results
4. Choose the Graduation Rate Additional Report
5. Select the Submit button

#### How to Run the DataQuest Report

1. Navigate to the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.
2. Select a report Level
3. Select a report Subject
	1. Four-year Cohort Graduation Rates & Outcomes
	2. Five-year Cohort Graduation Rates
4. Select the Submit button

#### What Is Different Between DataQuest and Graduation Rate Additional Report

DataQuest has multiple graduation reports:

* The four-year Adjusted Cohort Graduation Rate (ACGR) and outcome data report includes graduates and the percentage of graduates who meet University of California (UC)/California State University (CSU) requirements, earn a seal of biliteracy, or earn a Golden State Seal merit diploma.
* The five-year cohort graduation rate report calculates the percentage of students graduating within five years of starting ninth grade.

On the other hand, depending on school type (i.e., DASS or non-DASS) or report level, the Graduation Rate Additional Report displays the number and percentage of students who:

* Received a high school diploma within four or five years of entering ninth grade at comprehensive high schools; and/or
* Completed graduation requirements at an alternative school.

The Graduation Rate Additional Report **does not** report the difference (Change) from prior graduation rates, and it also **does not** report any Dashboard performance colors.

#### Additional Local Data Sources

* On-track reports (graduation, a-g, etc.) for current twelfth grade students and students in grades nine through eleven.

### College/Career Indicator (CCI)

This indicator is reported for high schools and LEAs with students in the combined four- and five-year graduation rate and/or the DASS graduation rate. It uses various measures to evaluate a student’s preparedness for postsecondary education or careers.

| State Indicator Reported on the Dashboard? | Other Reports to Run |
| --- | --- |
| No | College/Career (Select Measures Only) Additional Report **(2021 report available February 2022),** which contains the following data:* Advanced Placement (AP)/International Baccalaureate (IB) exam results
* Career Technical Education(CTE) pathway completion
* a-g completion
* College credit course completion
* Earned State Seal of Biliteracy

Post-Secondary Preparation (DataQuest)* ACT, SAT, AP results
 |

#### How to Run the College/Career Additional Report (2021 report available February 2022)

1. Navigate to the CDE School Dashboard and Additional Reports web page at <https://www6.cde.ca.gov/californiamodel/>
2. Enter a school or district name in the search box (you may also select the state report or county office of education report)
3. Select a School or District from the drop-down search results
4. Choose the 2021 College/Career (Select Measures Only) Additional Report
5. Select the Submit button

#### How to Run the DataQuest Report

1. Navigate to the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>
2. Select a report Level
3. Select a report Subject
	1. Postsecondary Preparation (SAT, ACT, AP)
4. Select the Submit button

#### What Is Different Between DataQuest, College/Career Additional Report, and Local Data

The Postsecondary Preparation reports on DataQuest contain results for students who took the SAT, ACT, and/or AP exams. In comparison, the College/Career (Select Measures Only) Additional Report displays the number and percentage of students who completed specific measures that are included in the CCI.

Note that this year’s College/Career Additional Report is different from prior years in that it does not contain any data on Prepared, Approaching Prepared, and Not Prepared levels. The reason is that with the suspension of the 2020 Smarter Balanced Assessments, there are no test results for the Class of 2021. Because the Smarter Balanced Assessments is not only a standalone measure in the CCI, but also used in conjunction with other measures, determinations for Prepared, Approaching Prepared, and Not Prepared cannot be made.

The College/Career Additional Report **does not** display the difference from prior CCI data (Change), and it also **does not** report any Dashboard performance colors.

Local data will show what courses, tests, or programs students completed. If LEAs would like to determine Approaching Prepared or Prepared on their own, they will have do so manually by using the preparedness criteria in the following two CCI flyers:

* The CDE **College/Career Indicator (CCI): Measures of College Readiness** flyer is available at <https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf>.
* The CDE **College/Career Indicator (CCI): Measures of Career Readiness** flyer is available at <https://www.cde.ca.gov/ta/ac/cm/documents/ccicareer.pdf>.

#### Additional Local Data Sources

* On-track reports (graduation, a-g, etc.) for current grade twelve students and students in grades nine through eleven
* Student course enrollment for current students
* Disaggregated list of AP exam results, IB exams results, and grade eleven Smarter Balanced results. (See AP and IB exam results obtained from The College Board and your local CAASPP TOMS file.)

### Chronic Absenteeism Indicator

This indicator is reported for students in kindergarten through grade eight. The attendance data used for this indicator are sourced from the data that LEAs and schools submit to the CALPADS. (Note that as a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 absenteeism data were not reported.)

| State Indicator Reported on the Dashboard? | Other Reports to Run |
| --- | --- |
| No | * Chronic Absenteeism Rates (DataQuest)
* Absenteeism by Reason (DataQuest)
 |

#### How to Run the Chronic Absenteeism and Absenteeism by Reason DataQuest Reports

1. Navigate to the CDE DataQuest web page [at https://dq.cde.ca.gov/dataquest/](https://dq.cde.ca.gov/dataquest/)
2. Select a report Level
3. Select a report Subject
	1. Absenteeism Data
4. Select the Submit button
5. Select the Absenteeism by Reason Report or the Chronic Absenteeism Rate Report

#### Additional Local Data Sources

* Quarterly attendance reports by grade level (high school, middle school, elementary school) and student group
* Suspension data by month including school distribution

## Dashboard Local Indicators

Consistent with AB 130, the CDE will publish local indicator data reported by LEAs in the 2021 Dashboard. However, LEAs will not be assigned a Performance Level (i.e., Met, Not Met, Not Met for Two or More Years) for accountability purposes in the 2021 Dashboard.

LEAs are required to annually measure their progress in meeting the requirements of the specific Local Control Funding Formula priority, report the results to the LEA’s local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan, and report results to the public through the Dashboard utilizing the State Board of Education-adopted self-reflection tools for each local indicator.

Please access the Local Performance Indicator Quick Guide, found on the CDE Local Indicator web page at <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>, for additional information about the self-reflection tools that an LEA uses to report its progress on the local indicators.

The following table provides an overview of the type of data reported for each local indicator.

\* COE Only

| Dashboard Local Indicator |  Reports Progress Related To | Additional Resources |
| --- | --- | --- |
| Priority 1—Basics: Teachers, Instructional Materials, Facilities | * Appropriately Assigned and Credentialed Teachers
* Access to Curriculum-Aligned Instructional Materials
* Safe, Clean and Functional School Facilities
 | SARC |
| Priority 2—Implementation of State Academic Standards | Local self-assessment related to the implementation of state academic performance and content standards  | SARC |
| Priority 3—Parent and Family Engagement | Local self-assessment related to parental involvement and family engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making | None |
| Priority 6—School Climate  | Local self-assessment related to school safety and connectedness in at least one grade within the grade span (e.g., kindergarten through grade five, grades six through eight, grades nine through twelve) based on student surveys | California Healthy Kids Survey 2019 reported by County: **CDE DataQuest** web page at <https://dq.cde.ca.gov/dataquest/> |
| Priority 7—Access to a Broad Course of Study | Local self-assessment related to the extent to which students have access to, and are enrolled in, a broad course of study | None |
| \*Priority 9—Coordination of Services for Expelled Youth | Local self-assessment related to the coordination of educational services for expelled youth | None |
| \*Priority 10—Coordination of Services for Foster Youth | Local self-assessment related to the coordination of services for foster youth | None |