California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

memo-imb-amard-cpag-aug20item01

# MEMORANDUM

**DATE:**  August 3, 2020

**TO:** MEMBERS, California Practitioners Advisory Group

**FROM:** STAFF, California Department of Education

**SUBJECT:** Update on the 2020 California School Dashboard and Reporting of Data, the Student Growth Model, the Stability of the Five-by-Five Color Grids for State Indicators, and New Career Measures for Possible Inclusion in the College/Career Indicator.

## Item Summary

This item provides California Practitioners Advisory Group (CPAG) members with an update on the federal and state action for reporting of accountability data in 2020, the student growth model and Empirical Best Linear Prediction (EBLP) methodology; presents analyses on two models for stabilizing the five-by-five color grids for the state indicators; and shares new career measures collected in California Longitudinal Pupil Achievement Data System (CALPADS) in 2018–19 for possible inclusion in the College/Career Indicator.

## Background

At the May 2020 State Board of Education (SBE) meeting, the California Department of Education (CDE) shared its data analyses on several new career measures currently being collected in CALPADS. The CDE had also prepared several analyses on the five-by-five color tables currently used to determine performance (color) for the state indicators and proposed a new color scheme to stabilize the data reported from year to year.

In July 2020, the CDE, along with representatives from the Educational Testing Service made a presentation to the SBE on the progress that has been made on the development of the student growth model and proposed a new statistical model – the EBLP – to stabilize the current model under consideration (i.e., the Residual Growth [RG] model). The SBE directed the CDE to continue to conduct data analyses to evaluate the impact of the EBLP on the RG model and to share its results in September.

The following SBE items and memoranda provide critical background and context for the upcoming CPAG meeting.

May 2020 State Board of Education Item: <https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item02.docx>

July 2020 State Board of Education Item:

<http://www.cde.ca.gov/be/ag/ag/yr20/documents/jul20item02.docx>

## Attachment(s)

Attachment 1: Comparisons and Analyses of State Indicator Data Using Current and Limited Color Schemes

Attachment 2: Career Measures Collected in 2018–19

## Comparisons and Analyses of State Indicator Data Across Three Color Schemes

This handout begins with comparisons between the current five-by-five color grids and a proposed revision, which limits each row on the five-by-table to two colors. The discussion then turns to a third color scheme model, which consolidates the current grid into a three-by-five grid, with three Change levels.

### Comparisons and Analysis of State Indicator Data Using Current and Limited Color Schemes

The tables and charts below compare the local educational agency (LEA)- and school-level color changes, between 2018 and 2019, for four state indicators, using the color scheme currently adopted and the newly proposed color scheme, which limits each row in the five-by-five and three-by-five grids to two colors.

### Chronic Absenteeism Indicator

#### Table 1: Color Changes for the Chronic Absenteeism Indicator: LEA Level

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 111 | 43 |
| **Declined by 1 Color Only** | 166 | 189 |
| **No Difference in Color** | 291 | 393 |
| **Increased by 1 Color Only** | 193 | 193 |
| **Increased by 2 or More Colors** | 112 | 55 |

Table 1 shows that, had the California Department of Education (CDE) applied the newly proposed color scheme to the Chronic Absenteeism Indicator, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

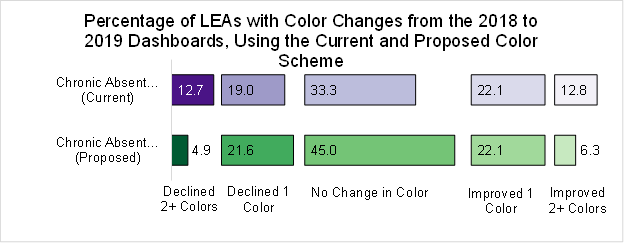
* 68 fewer LEAs would decline by two or more colors
* 57 fewer LEAs would increase by two or more colors

At the same time, an additional 102 LEAs would maintain the same color. Finally, the proposed color scheme would have a minimal impact on the number of LEAs that decline or increase by one color:

* 23 additional LEAs would decline by one color only
* No additional LEAs would increase by one color only

Chart 1 presents the color changes for LEAs in terms of percentages. The same information is presented in table form, in Table 2.

#### Chart 1: Percentage of LEAs with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes



#### Table 2 (Chart 1 Data in table format): Percentage of LEAs with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **Chronic Absenteeism Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 12.7% | 19.0% | 33.3% | 22.1% | 12.8% |
| **Proposed Color Scheme** | 4.9% | 21.6% | 45.0% | 22.1% | 6.3% |

School-level comparisons for the Chronic Absenteeism Indicator are presented next.

#### Table 3: Color Changes for the Chronic Absenteeism Indicator: School Level

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 1,540 | 695 |
| **Declined by 1 Color Only** | 1,499 | 2,095 |
| **No Difference in Color** | 2,091 | 2,832 |
| **Increased by 1 Color Only** | 1,300 | 1,515 |
| **Increased by 2 or More Colors** | 1,134 | 427 |

Table 3 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the Chronic Absenteeism Indicator, far fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

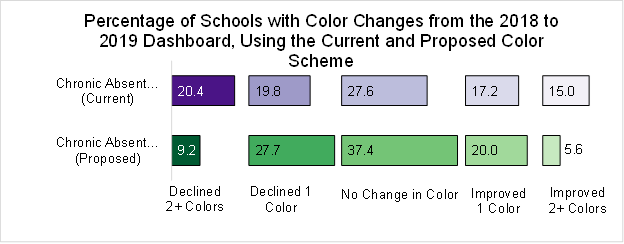
* + 845 fewer schools would decline by two or more colors
  + 707 fewer schools would increase by two or more colors

At the same time, an additional 741 schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 596 additional schools would decline by one color only
* 215 additional schools would increase by one color only

Chart 2 presents the color changes for schools in terms of percentages. The same information is presented in table form, in Table 4.

#### Chart 2: Percentage of Schools with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes



#### Table 4 (Chart 2 Data in table format): Percentage of Schools with Color Changes for the Chronic Absenteeism Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **Chronic Absenteeism Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 20.4% | 19.8% | 27.6% | 17.2% | 15.0% |
| **Proposed Color Scheme** | 9.2% | 27.7% | 37.4% | 20.0% | 5.6% |

### Suspension Rate Indicator

#### Table 5: Color Changes for the Suspension Rate Indicator: LEA Level

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 153 | 90 |
| **Declined by 1 Color Only** | 151 | 194 |
| **No Difference in Color** | 326 | 392 |
| **Increased by 1 Color Only** | 181 | 182 |
| **Increased by 2 or More Colors** | 138 | 91 |

Table 5 shows that, had the CDE applied the newly proposed color scheme to the Suspension Rate Indicator, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

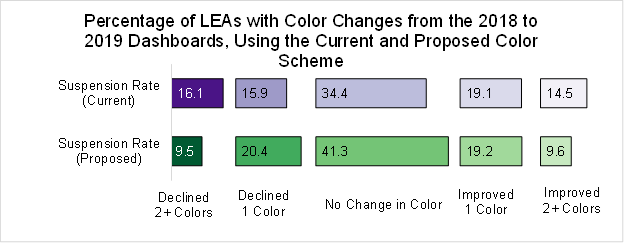
* + 63 fewer LEAs would decline by two or more colors
  + 47 fewer LEAs would increase by two or more colors

At the same time, an additional 66 LEAs would maintain the same color. Finally, the proposed color scheme would have a moderate impact on the number of LEAs that decline or increase by one color:

* 43 additional LEAs would decline by one color only
* 1 additional LEA would increase by one color only

Chart 3 presents the color changes for LEAs in terms of percentages.

#### Chart 3: Percentage of LEAs with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes



#### Table 6 (Chart 3 Data in table format): Percentage of LEAs with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **Suspension Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 20.4% | 19.8% | 27.6% | 17.2% | 15.0% |
| **Proposed Color Scheme** | 9.2% | 27.7% | 37.4% | 20.0% | 5.6% |

School-level comparisons for the Suspension Rate Indicator are presented next.

#### Table 7: Color Changes for the Suspension Rate Indicator: School Level

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 1,740 | 758 |
| **Declined by 1 Color Only** | 1,179 | 2,060 |
| **No Difference in Color** | 3,357 | 3,748 |
| **Increased by 1 Color Only** | 1,392 | 1,919 |
| **Increased by 2 or More Colors** | 1,826 | 1,009 |

Table 7 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the Suspension Rate Indicator, far fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

* + 1,982 fewer schools would decline by two or more colors
  + 817 fewer schools would increase by two or more colors

At the same time, an additional 391 schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 881 additional schools would decline by one color only
* 527 additional schools would increase by one color only

Chart 4 presents the color changes for schools in terms of percentages.

#### Chart 4: Percentage of Schools with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes

Image of chart displaying percentage of schools with color changes. Table 8 below provides a description of the chart.


#### Table 8 (Chart 4 Data in table format): Percentage of Schools with Color Changes for the Suspension Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **Suspension Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 18.3% | 12.4% | 35.4% | 14.7% | 19.2% |
| **Proposed Color Scheme** | 8.0% | 21.7% | 39.5% | 20.2% | 10.6% |

### Graduation Rate Indicator

It is important to note that the proposed new color scheme for the graduation rate would be slightly different from the other state indicators. Because the graduation rate has a threshold score, in accordance with the Every Student Succeeds Act, the entire row for “Very Low” is Red. Any district or school with a Very Low status would be assigned a Red performance.

#### Table 9: Color Changes for the Graduation Rate Indicator: LEA Level

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 41 | 11 |
| **Declined by 1 Color Only** | 66 | 96 |
| **No Difference in Color** | 192 | 220 |
| **Increased by 1 Color Only** | 47 | 68 |
| **Increased by 2 or More Colors** | 66 | 17 |

Table 9 shows that, had the CDE applied the newly proposed color scheme to the Graduation Rate Indicator, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

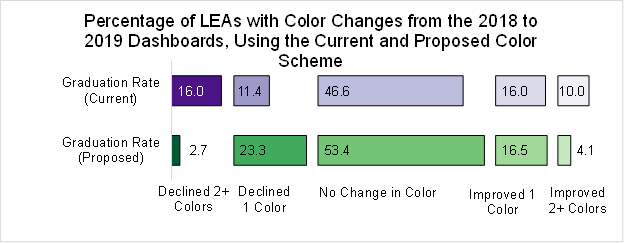
* + 30 fewer LEAs would decline by two or more colors
  + 49 fewer LEAs would increase by two or more colors

At the same time, an additional 28 LEAs would maintain the same color. Finally, the proposed color scheme would have a moderate impact on the number of LEAs that decline or increase by one color:

* 30 additional LEAs would decline by one color only
* 21 additional LEAs would increase by one color only

Chart 5 presents the color changes for LEAs in terms of percentages.

#### Chart 5: Percentage of LEAs with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes



#### Table 10 (Chart 5 Data in table format): Percentage of LEAs with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **Graduation Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 16.0 | 11.4 | 46.6 | 16.0 | 10.0 |
| **Proposed Color Scheme** | 2.7 | 23.3 | 53.4 | 16.5 | 4.1 |

School-level comparisons for the Graduation Rate Indicator are presented next.

#### Table 11: Color Changes for the Graduation Rate Indicator: School Level

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 278 | 102 |
| **Declined by 1 Color Only** | 203 | 325 |
| **No Difference in Color** | 848 | 826 |
| **Increased by 1 Color Only** | 138 | 341 |
| **Increased by 2 or More Colors** | 257 | 130 |

Table 11 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the Graduation Rate Indicator, substantially fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

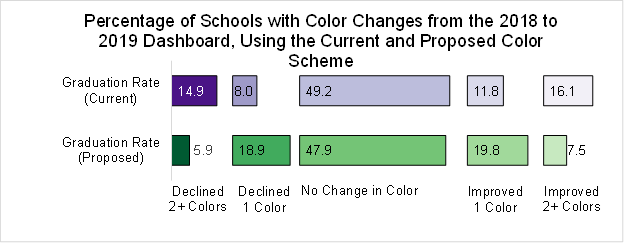
* + 176 fewer schools would decline by two or more colors
  + 127 fewer schools would increase by two or more colors

At the same time, 22 fewer schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 122 additional schools would decline by one color only
* 203 additional schools would increase by one color only

Chart 6 presents the color changes for schools in terms of percentages.

#### Chart 6: Percentage of Schools with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes



#### Table 12 (Chart 6 Data in table format): Percentage of Schools with Color Changes for the Graduation Rate Indicator, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **Graduation Rate Indicator** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 14.9% | 8.0% | 49.2% | 11.8% | 16.1% |
| **Proposed Color Scheme** | 5.9% | 18.9% | 47.9% | 19.8% | 7.5% |

### College/Career Indicator (CCI)

#### Table 13: Color Changes for the CCI: LEA Level

| **Color Changes** | **Number of LEAs, Using Current Color Scheme** | **Number of LEAs, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 56 | 18 |
| **Declined by 1 Color Only** | 82 | 97 |
| **No Difference in Color** | 152 | 190 |
| **Increased by 1 Color Only** | 72 | 80 |
| **Increased by 2 or More Colors** | 50 | 27 |

Table 13 shows that, had the CDE applied the newly proposed color scheme to the CCI, far fewer LEAs would have increased or decreased by two or more colors between 2018 and 2019:

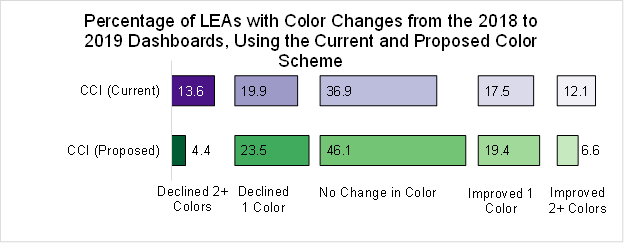
* + 38 fewer LEAs would decline by two or more colors
  + 23 fewer LEAs would increase by two or more colors

At the same time, an additional 38 LEAs would maintain the same color. Finally, the proposed color scheme would have a moderate impact on the number of LEAs that decline or increase by one color:

* 15 additional LEAs would decline by one color only
* 8 additional LEAs would improve by one color only

Chart 7 presents the color changes for LEAs in terms of percentages.

#### Chart 7: Percentage of LEAs with Color Changes for the CCI, from the 2018 and 2019 Dashboards Using the Current and Proposed Color



#### Table 14 (Chart 7 Data in table format): Percentage of LEAs with Color Changes for the CCI, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **CCI** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 13.6% | 19.9% | 36.9% | 17.5% | 21.1% |
| **Proposed Color Scheme** | 4.4% | 23.5% | 46.1% | 19.4% | 6.6% |

School-level comparisons for the CCI are presented next.

#### Table 15: Color Changes for the CCI: School Level

| **Color Changes** | **Number of Schools, Using Current Color Scheme** | **Number of Schools, Using Proposed Color Scheme** |
| --- | --- | --- |
| **Declined by 2 or More Colors** | 211 | 65 |
| **Declined by 1 Color Only** | 298 | 386 |
| **No Difference in Color** | 693 | 819 |
| **Increased by 1 Color Only** | 301 | 346 |
| **Increased by 2 or More Colors** | 220 | 107 |

Table 15 shows a similar pattern for schools. Had the CDE applied the newly proposed color scheme to the CCI, substantially fewer schools would have increased or decreased by two or more colors between 2018 and 2019:

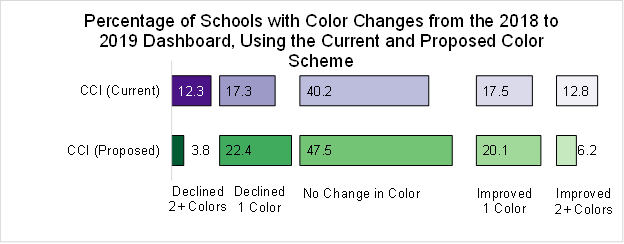
* + 146 fewer schools would decline by two or more colors
  + 113 fewer schools would increase by two or more colors

At the same time, an additional 126 schools would maintain the same color. Finally, the proposed color scheme would have a greater impact on the number of schools that decline or increase by one color:

* 88 additional schools would decline by one color only
* 45 fewer schools would increase by one color only

Chart 8 presents the color changes for schools in terms of percentages.

#### Chart 8: Percentage of Schools with Color Changes for the CCI, from the 2018 and 2019 Dashboards Using the Current and Proposed Color Schemes



#### Table 16 (Chart 8 Data in table format): Percentage of Schools with Color Changes for the CCI, from the 2018 and 2019 Dashboards, Using the Current and Proposed Color Schemes

| **CCI** | **Declined by 2 or More Colors** | **Declined by 1 Color** | **No Change in Color** | **Improved by 1 Color** | **Improved by 2 or More Colors** |
| --- | --- | --- | --- | --- | --- |
| **Current Color Scheme** | 12.3% | 17.3% | 40.2% | 17.5% | 12.8% |
| **Proposed Color Scheme** | 3.8% | 22.4% | 47.5% | 20.1% | 6.2% |

### Summary Analysis

The analysis shows that the application of the proposed color scheme increases the stability for all four state indicators, at both the school and LEA levels. By limiting the color scheme of the five-by-five tables to two colors per row, a considerably lower percentage of LEAs and schools would experience dramatic swings in color performance (i.e., declining or increasing by two or more colors from one year to the next). In addition, a greater number of LEAs and schools would maintain the same performance level.

### Examination of a Third Color Scheme

Based on recent stakeholder requests, the CDE has conducted simulations using a third color scheme, which would be applied to all schools and LEAs, regardless of student population size, and consolidate the five current Change levels into three levels:

* Declined Significantly
* Maintained (merging “Declined,” “Increased,” and “Maintained” into a single category)
* Increased Significantly

Tables 17 and 18 compare the color schemes under the current five-by-five grid and a consolidated three-by-five grid for the CCI. Under the latter model, any school or LEA that does not “increase significantly” or “decline significantly” from the prior year will be treated as though it maintained its prior-year status and receive the color for the “Maintained” level of change (i.e., the third column in Table 17).

#### Table 17: Current Five-by-Five Color Grid for the CCI

| **Decreased Significantly** | **Decreased** | **Maintain** | **Increased Significantly** | **Increased** |
| --- | --- | --- | --- | --- |
| Yellow | Green | Blue | Blue | Blue |
| Orange | Yellow | Green | Green | Blue |
| Orange | Orange | Yellow | Green | Green |
| Red | Orange | Orange | Yellow | Yellow |
| Red | Red | Red | Orange | Yellow |

#### Table 18: Consolidated Three-by-Five Grid for the CCI

| **Decreased Significantly** | **Maintained** | **Increased Significantly** |
| --- | --- | --- |
| Yellow | Blue | Blue |
| Orange | Green | Blue |
| Orange | Yellow | Green |
| Red | Orange | Yellow |
| Red | Red | Yellow |

Application of the consolidated three-by-five grid for all four state indicators would result in at least an additional **76** LEAs identified for LCFF support: of these, 73 are districts and 3 are charter schools. Most of these LEAs would become newly identified based on their performance on two indicators: Chronic Absenteeism and Suspension. Please note these figures do not reflect the outcomes for small districts, to which a distinct three-by-five is already applied. If the consolidated three-by-five is adopted, large and small districts will be treated the same, and more small districts will have the opportunity to land in the red color.

Simulation data for this model is presented along with that of the other two color schemes in the next section.

### District Results under the Three Models

**The CDE conducted simulations, at the district level, for each indicator, using the three color schemes discussed in this item:**

1. The five-by-five color grid currently adopted by the SBE
2. The proposed five-by-five color grid, which uses a more limited color scheme
3. The three-by-five color grid, under which the “Increased” and “Declined” change levels are merged into the “Maintained” level.

Results for each indicator appear below.

#### Graduation Rate Indicator

Table 19 summarizes, for each of the three grid models, the number of districts receiving a Red, Orange, Yellow, Green and Blue for the Graduation Rate Indicator.

#### Table 19: Color Assignments under Each Grid Model: District-Level Results for the Graduation Rate Indicator

| **Grid Model** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| Current 5 x 5 | 28 | 58 | 78 | 153 | 101 | 418 |
| Proposed 5 x 5 | 28 | 7 | 92 | 204 | 87 | 418 |
| Consolidated 3 x 5 | 28 | 13 | 123 | 153 | 101 | 418 |

#### Summary Findings for Graduation Rate Indicator under Three Models

Unlike the other state indicators, the Graduation Rate Indicator has a set threshold for the Very Low Status level, based on the Every Student Succeeds Act (ESSA). This threshold – which automatically places any school or LEA with a graduation rate “below 68 percent” in the “Very Low” Status – will apply to all three grid models under consideration. Each cell in the bottom row will remain Red, regardless of the model applied. For this reason, application of the proposed five-by-five or consolidated three-by-five grids will have no impact on the number of LEAs that receive a Red.

#### Student-Group-Level Analysis

Tables 20 through 22 provide a breakdown of this data by student groups. The data reveal minimal impact at the student-group level, across the three models, for this indicator.

#### Table 20: Current Five-by-Five Grid – District Level. Student Group Results for Graduation Rate Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 418)** | 418 | 28 (6.7%) | 58 (13.9%) | 78 (18.7%) | 153 (36.6%) | 101 (24.2%) |
| African American | 129 | 6 (1.4%) | 37 (8.9%) | 23 (5.5%) | 47 (11.2%) | 16 (3.8%) |
| American Indian | 6 | 1 (0.2%) | 3 (0.7%) | 1 (0.2%) | 1 (0.2%) | 0 (0.0%) |
| Asian | 160 | 0 (0.0%) | 7 (1.7%) | 26 (6.2%) | 35 (8.4%) | 92 (22.0%) |
| Filipino | 103 | 0 (0.0%) | 7 (1.7%) | 15 (3.6%) | 17 (4.1%) | 64 (15.3%) |
| Hispanic | 357 | 20 (4.8%) | 70 (16.7%) | 68 (16.3%) | 131 (31.3%) | 68 (16.3%) |
| Pacific Islander | 11 | 0 (0.0%) | 6 (1.4%) | 0 (0.0%) | 4 (1.0%) | 1 (0.2%) |
| White | 317 | 10 (2.4%) | 48 (11.5%) | 63 (15.1%) | 92 (22.0%) | 104 (24.9%) |
| Two or More Races | 100 | 2 (0.5%) | 19 (4.5%) | 24 (9.0%) | 24 (9.0%) | 31 (7.4%) |
| English Learners | 246 | 41 (9.8%) | 70 (16.7%) | 54 (12.9%) | 74 (17.7%) | 7 (1.7%) |
| Students with Disabilities | 266 | 70 (16.7%) | 94 (22.5%) | 46 (11.0%) | 52 (12.4%) | 4 (1.0%) |
| Socioeconomically Disadvantaged | 403 | 23 (5.5%) | 74 (17.7%) | 88 (21.1%) | 144 (34.4%) | 74 (17.7%) |
| Foster Youth | 81 | 30 (7.2%) | 13 (3.1%) | 15 (3.6%) | 18 (4.3%) | 5 (1.2%) |
| Homeless Youth | 209 | 29 (6.9%) | 51 (12.2%) | 32 (7.7%) | 77 (18.4%) | 20 (4.8%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 21: Proposed (Limited Color Scheme) Five-by-Five Grid – District Level. Student Group Results for Graduation Rate Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts** **(Total = 418)** | 418 | 28  (6.7%) | 7  (1.7%) | 92 (22.0%) | 204  (48.8%) | 87  (20.8%) |
| African American | 129 | 6  (1.4%) | 12  (2.9%) | 37  (8.9%) | 61  (14.6%) | 13  (3.1%) |
| American Indian | 6 | 1  (0.2%) | 1  (0.2%) | 3  (0.7%) | 1  (0.2%) | 0  (0.0%) |
| Asian | 160 | 0  (0.0%) | 0  (0.0%) | 9  (2.2%) | 80  (19.1%) | 71  (17.0%) |
| Filipino | 103 | 0  (0.0%) | 0  (0.0%) | 6  (1.4%) | 44  (10.5%) | 53  (12.7%) |
| Hispanic | 357 | 19  (4.5%) | 9  (2.2%) | 100 (23.9%) | 171  (40.9%) | 58  (13.9%) |
| Pacific Islander | 11 | 0  (0.0%) | 1  (0.2%) | 5  (1.2%) | 4  (1.0%) | 1  (0.2%) |
| White | 317 | 10  (2.4%) | 5  (1.2%) | 67 (16.0%) | 146  (34.9%) | 89  (21.3%) |
| Two or More Races | 100 | 1  (0.2%) | 2  (0.5%) | 26  (9.8%) | 46  (17.3%) | 25  (6.0%) |
| English Learners | 246 | 30  (7.2%) | 54 (12.9%) | 73 (17.5%) | 82  (19.6%) | 7  (1.7%) |
| Students with Disabilities | 266 | 61 (14.6%) | 74 (17.7%) | 74 (17.7%) | 53  (12.7%) | 4  (1.0%) |
| Socioeconomically Disadvantaged | 403 | 21  (5.0%) | 15  (3.6%) | 117 (28.0%) | 186  (44.5%) | 64  (15.3%) |
| Foster Youth | 81 | 30  (7.2%) | 8  (1.9%) | 19  (4.5%) | 19  (4.5%) | 5  (1.2%) |
| Homeless Youth | 209 | 24  (5.7%) | 31  (7.4%) | 55 (13.2%) | 80  (19.1%) | 19  (4.5%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 22: Consolidated Three-by-Five Grid – District Level. Student Group Results for Graduation Rate Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 418)** | 418 | 28 (6.7%) | 13 (3.1%) | 123 (29.4%) | 153 (36.6%) | 101 (24.2%) |
| African American | 129 | 6 (1.4%) | 14 (3.3%) | 54 (12.9%) | 39 (9.3%) | 16 (3.8%) |
| American Indian | 6 | 1 (0.2%) | 1 (0.2%) | 4 (1.0%) | 0 (0.0%) | 0 (0.0%) |
| Asian | 160 | 0 (0.0%) | 0 (0.0%) | 13 (3.1%) | 55 (13.2%) | 92 (22.0%) |
| Filipino | 103 | 0 (0.0%) | 1 (0.2%) | 6 (1.4%) | 32 (7.7%) | 64 (15.3%) |
| Hispanic | 357 | 20 (4.8%) | 17 (4.1%) | 132 (31.6%) | 120 (28.7%) | 68 (16.3%) |
| Pacific Islander | 11 | 0 (0.0%) | 1 (0.2%) | 9 (2.2%) | 0 (0.0%) | 1 (0.2%) |
| White | 317 | 10 (2.4%) | 11 (2.6%) | 85 (20.3%) | 107 (25.6%) | 104 (24.9%) |
| Two or More Races | 100 | 2 (0.5%) | 1 (0.2%) | 33 (12.4%) | 33 (12.4%) | 31 (7.4%) |
| English Learners | 246 | 41 (9.8%) | 63 (15.1%) | 95 (22.7%) | 40 (9.6%) | 7 (1.7%) |
| Students with Disabilities | 266 | 70 (16.7%) | 96 (23.0%) | 82 (19.6%) | 14 (3.3%) | 4 (1.0%) |
| Socioeconomically Disadvantaged | 403 | 23 (5.5%) | 24 (5.7%) | 166 (39.7%) | 116 (27.8%) | 74 (17.7%) |
| Foster Youth | 81 | 30 (7.2%) | 20 (4.8%) | 22 (5.3%) | 4 (1.0%) | 5 (1.2%) |
| Homeless Youth | 209 | 29 (6.9%) | 42 (10.0%) | 84 (20.1%) | 34 (8.1%) | 20 (4.8%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

### Chronic Absenteeism Indicator

Table 23 summarizes, for each of the three grid models, the number of districts receiving a Red, Orange, Yellow, Green and Blue for the Chronic Absenteeism Indicator.

#### Table 23: Color Assignments under Each Grid Model: District-Level Results for the Chronic Absenteeism Indicator

| **Grid Model** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| Current 5 x 5 | 93 | 326 | 224 | 192 | 42 | 877 |
| Proposed 5 x 5 | 63 | 243 | 318 | 211 | 42 | 877 |
| Consolidated 3 x 5 | 126 | 254 | 344 | 110 | 43 | 877 |

#### Summary Findings for Graduation Rate Indicator under the Three Models

As shown in Table 23:

* Application of the consolidated three-by-five grid results in **33 additional** LEAs receiving a Red for this indicator (and potentially being identified for LCFF support)
* Application of the proposed five-by-five grid (i.e., using a limited color scheme) results in **30 fewe**r LEAs receiving a Red.

#### Student-Group-Level Analysis

Tables 24 through 26 provide a breakdown of this data by student groups. Focusing on the Red performance color only, we can see that application of the consolidated three-by-five model produces a greater impact (five percentage points or more) for the following student groups:

* Students with Disabilities: Under the current five-by-five model, 15.2 percent of students with disabilities receive a Red, compared with **20.5** **percent** under the three-by-five model and 12.0 percent under the proposed (limited color scheme) five-by-five model
* Homeless: Under the current five-by-five model, 18.9 percent of homeless students receive a Red, compared with **29.2** **percent** under the three-by-five model and 17.3 percent under the proposed five-by-five model.

#### Table 24: Current Five-by-Five Grid – District Level. Student Group Results for Chronic Absenteeism Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 877)** | 877 | 93 (10.6%) | 326 (37.2%) | 224 (25.5%) | 192 (21.9%) | 42 (4.8%) |
| African American | 333 | 82 (9.4%) | 138 (15.7%) | 59 (6.7%) | 48 (5.5%) | 6 (0.7%) |
| American Indian | 169 | 52 (5.9%) | 63 (7.2%) | 31 (3.5%) | 19 (2.2%) | 4 (0.5%) |
| Asian | 384 | 3 (0.3%) | 69 (7.9%) | 69 (7.9%) | 121 (13.8%) | 122 (13.9%) |
| Filipino | 289 | 4 (0.5%) | 46 (5.2%) | 67 (7.6%) | 85 (9.7%) | 87 (9.9%) |
| Hispanic | 765 | 72 (8.2%) | 329 (37.5%) | 183 (20.9%) | 156 (17.8%) | 25 (2.9%) |
| Pacific Islander | 136 | 40 (4.6%) | 44 (5.0%) | 31 (3.5%) | 18 (2.1%) | 3 (0.3%) |
| White | 766 | 71 (8.1%) | 259 (29.5%) | 200 (22.8%) | 199 (22.7%) | 37 (4.2%) |
| Two or More Races | 467 | 43 (4.9%) | 175 (20.0%) | 108 (16.0%) | 119 (17.7%) | 22 (2.5%) |
| English Learners | 657 | 39 (4.4%) | 274 (31.2%) | 139 (15.8%) | 168 (19.2%) | 37 (4.2%) |
| Students with Disabilities | 673 | 133 (15.2%) | 306 (34.9%) | 149 (17.0%) | 75 (8.6%) | 10 (1.1%) |
| Socioeconomically Disadvantaged | 830 | 116 (13.2%) | 372 (42.4%) | 202 (23.0%) | 117 (13.3%) | 23 (2.6%) |
| Foster Youth | 332 | 101 (11.5%) | 100 (11.4%) | 78 (8.9%) | 45 (5.1%) | 8 (0.9%) |
| Homeless Youth | 465 | 166 (18.9%) | 160 (18.2%) | 102 (11.6%) | 32 (3.6%) | 5 (0.6%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 25: Proposed Five-by-Five Grid – District Level. Student Group Results for Chronic Absenteeism Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 877)** | 877 | 63 (7.2%) | 243 (27.7%) | 318 (36.3%) | 211 (24.1%) | 42 (4.8%) |
| African American | 333 | 62 (7.1%) | 127 (14.5%) | 87 (9.9%) | 51 (5.8%) | 6 (0.7%) |
| American Indian | 169 | 48 (5.5%) | 64 (7.3%) | 33 (3.8%) | 20 (2.3%) | 4 (0.5%) |
| Asian | 384 | 2 (0.2%) | 19 (2.2%) | 63 (7.2%) | 178 (20.3%) | 122 (13.9%) |
| Filipino | 289 | 3 (0.3%) | 8 (0.9%) | 54 (6.2%) | 137 (15.6%) | 87 (9.9%) |
| Hispanic | 765 | 48 (5.5%) | 223 (25.4%) | 299 (34.1%) | 170 (19.4%) | 25 (2.9%) |
| Pacific Islander | 136 | 37 (4.2%) | 44 (5.0%) | 34 (3.9%) | 18 (2.1%) | 3 (0.3%) |
| White | 766 | 48 (5.5%) | 206 (23.5%) | 258 (29.4%) | 217 (24.7%) | 37 (4.2%) |
| Two or More Races | 467 | 30 (3.4%) | 126 (14.4%) | 155 (23.0%) | 134 (19.9%) | 22 (2.5%) |
| English Learners | 657 | 21 (2.4%) | 149 (17.0%) | 263 (30.0%) | 187 (21.3%) | 37 (4.2%) |
| Students with Disabilities | 673 | 105 (12.0%) | 303 (34.5%) | 177 (20.2%) | 78 (8.9%) | 10 (1.1%) |
| Socioeconomically Disadvantaged | 830 | 82 (9.4%) | 319 (36.4%) | 282 (32.2%) | 124 (14.1%) | 23 (2.6%) |
| Foster Youth | 332 | 98 (11.2%) | 100 (11.4%) | 80 (9.1%) | 46 (5.2%) | 8 (0.9%) |
| Homeless Youth | 465 | 152 (17.3%) | 179 (20.4%) | 92 (10.5%) | 37 (4.2%) | 5 (0.6%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 26: Consolidated Three-by-Five Grid – District Level. Student Group Results for Chronic Absenteeism Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 877)** | 877 | 126 (14.4%) | 254 (29.0%) | 344 (39.2%) | 110 (12.5%) | 43 (4.9%) |
| African American | 333 | 102 (11.6%) | 123 (14.0%) | 83 (9.5%) | 18 (2.1%) | 7 (0.8%) |
| American Indian | 169 | 75 (8.6%) | 59 (6.7%) | 30 (3.4%) | 1 (0.1%) | 4 (0.5%) |
| Asian | 384 | 5 (0.6%) | 24 (2.7%) | 70 (8.0%) | 136 (15.5%) | 149 (17.0%) |
| Filipino | 289 | 6 (0.7%) | 8 (0.9%) | 70 (8.0%) | 109 (12.4%) | 96 (10.9%) |
| Hispanic | 765 | 91 (10.4%) | 251 (28.6%) | 322 (36.7%) | 73 (8.3%) | 28 (3.2%) |
| Pacific Islander | 136 | 46 (5.2%) | 60 (6.8%) | 21 (2.4%) | 6 (0.7%) | 3 (0.3%) |
| White | 766 | 101 (11.5%) | 237 (27.0%) | 281 (32.0%) | 106 (12.1%) | 41 (4.7%) |
| Two or More Races | 467 | 55 (6.3%) | 162 (18.5%) | 153 (22.7%) | 72 (10.7%) | 25 (2.9%) |
| English Learners | 657 | 55 (6.3%) | 156 (17.8%) | 313 (35.7%) | 92 (10.5%) | 41 (4.7%) |
| Students with Disabilities | 673 | 180 (20.5%) | 320 (36.5%) | 127 (14.5%) | 36 (4.1%) | 10 (1.1%) |
| Socioeconomically Disadvantaged | 830 | 154 (17.6%) | 348 (39.7%) | 269 (30.7%) | 35 (4.0%) | 24 (2.7%) |
| Foster Youth | 332 | 136 (15.5%) | 127 (14.5%) | 43 (4.9%) | 18 (2.1%) | 8 (0.9%) |
| Homeless Youth | 465 | 256 (29.2%) | 116 (13.2%) | 73 (8.3%) | 14 (1.6%) | 6 (0.7%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

### Suspension Rate Indicator

Table 27 summarizes, for each of the three grid models, the number of districts receiving a Red, Orange, Yellow, Green and Blue for the Suspension Rate Indicator.

#### Table 27: Color Assignments under Each Grid Model: District-Level Results for the Suspension Rate Indicator

| **Grid Model** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** | Total |
| --- | --- | --- | --- | --- | --- | --- |
| Current 5 x 5 | 85 | 268 | 208 | 275 | 117 | 953 |
| Proposed 5 x 5 | 62 | 198 | 281 | 295 | 117 | 953 |
| Consolidated 3 x 5 | 107 | 226 | 308 | 187 | 125 | 953 |

#### Summary Findings for Suspension Rate Indicator under the Three Models

As shown in Table 27:

* Application of the consolidated three-by-five grid results in **22 additional** LEAs receiving a Red for this indicator (and potentially being identified for LCFF support)
* Application of the proposed five-by-five grid (i.e., using a limited color scheme) results in **23 fewe**r LEAs receiving a Red.

#### Student-Group-Level Analysis

Tables 28 through 30 provide a breakdown of this data by student groups. Focusing on the Red performance color only, we can see that application of the consolidated three-by-five model produces a greater impact (five percentage points or more) for the following student groups:

* African American: Under the current five-by-five model, 10.7 percent of African American students receive a Red, compared with **18.6 percent** under the three-by-five model and 10.2 percent under the proposed five-by-five model.
* Students with Disabilities: Under the current five-by-five model, 16.6 percent of students with disabilities receive a Red, compared with **26.5 percent** under the three-by-five model and 14.9 percent under the proposed five-by-five model.
* Foster Youth: Under the current five-by-model, 20.0 percent of foster youth receive a Red, compared with **30.7 percent** under the three-by-five model and 19.9 percent under the proposed five-by-five model.
* Homeless: Under the current five-by-five model, 14.6 percent of homeless students receive a Red, compared with **21.0** **percent** under the three-by-five model and 13.2 percent under the proposed five-by-five model.

#### Table 28: Current Five-by-Five Grid – District Level. Student Group Results for Suspension Rate Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 953)** | 953 | 85 (8.9%) | 268 (28.1%) | 208 (21.8%) | 275 (28.9%) | 117 (12.3%) |
| African American | 409 | 102 (10.7%) | 132 (13.9%) | 98 (10.3%) | 56 (5.9%) | 21 (2.2%) |
| American Indian | 257 | 65 (6.8%) | 70 (7.3%) | 48 (5.0%) | 44 (4.6%) | 30 (3.1%) |
| Asian | 453 | 7 (0.7%) | 53 (5.6%) | 65 (6.8%) | 126 (13.2%) | 202 (21.2%) |
| Filipino | 348 | 0 (0.0%) | 43 (4.5%) | 70 (7.3%) | 87 (9.1%) | 148 (15.5%) |
| Hispanic | 850 | 71 (7.5%) | 268 (28.1%) | 184 (19.3%) | 239 (25.1%) | 88 (9.2%) |
| Pacific Islander | 182 | 18 (1.9%) | 59 (6.2%) | 34 (3.6%) | 43 (4.5%) | 28 (2.9%) |
| White | 863 | 89 (9.3%) | 223 (23.4%) | 194 (20.4%) | 238 (25.0%) | 119 (12.5%) |
| Two or More Races | 548 | 56 (5.9%) | 164 (17.2%) | 100 (13.4%) | 145 (19.4%) | 83 (8.7%) |
| English Learners | 727 | 59 (6.2%) | 231 (24.2%) | 152 (15.9%) | 193 (20.3%) | 92 (9.7%) |
| Students with Disabilities | 748 | 158 (16.6%) | 231 (24.2%) | 226 (23.7%) | 104 (10.9%) | 29 (3.0%) |
| Socioeconomically Disadvantaged | 913 | 119 (12.5%) | 299 (31.4%) | 239 (25.1%) | 182 (19.1%) | 74 (7.8%) |
| Foster Youth | 458 | 191 (20.0%) | 144 (15.1%) | 59 (6.2%) | 30 (3.1%) | 34 (3.6%) |
| Homeless Youth | 547 | 139 (14.6%) | 189 (19.8%) | 85 (8.9%) | 89 (9.3%) | 45 (4.7%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 29: Proposed Five-by-Five Grid – District Level. Student Group Results for Suspension Rate Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 953)** | 953 | 62 (6.5%) | 198 (20.8%) | 281 (29.5%) | 295 (31.0%) | 117 (12.3%) |
| African American | 409 | 97 (10.2%) | 155 (16.3%) | 76 (8.0%) | 60 (6.3%) | 21 (2.2%) |
| American Indian | 257 | 63 (6.6%) | 63 (6.6%) | 53 (5.6%) | 48 (5.0%) | 30 (3.1%) |
| Asian | 453 | 4 (0.4%) | 22 (2.3%) | 44 (4.6%) | 181 (19.0%) | 202 (21.2%) |
| Filipino | 348 | 0 (0.0%) | 16 (1.7%) | 39 (4.1%) | 145 (15.2%) | 148 (15.5%) |
| Hispanic | 850 | 40 (4.2%) | 214 (22.5%) | 247 (25.9%) | 261 (27.4%) | 88 (9.2%) |
| Pacific Islander | 182 | 15 (1.6%) | 45 (4.7%) | 46 (4.8%) | 48 (5.0%) | 28 (2.9%) |
| White | 863 | 71 (7.5%) | 144 (15.1%) | 254 (26.7%) | 275 (28.9%) | 119 (12.5%) |
| Two or More Races | 548 | 47 (4.9%) | 118 (12.4%) | 125 (16.7%) | 175 (23.4%) | 83 (8.7%) |
| English Learners | 727 | 39 (4.1%) | 145 (15.2%) | 216 (22.7%) | 235 (24.7%) | 92 (9.7%) |
| Students with Disabilities | 748 | 142 (14.9%) | 258 (27.1%) | 204 (21.4%) | 115 (12.1%) | 29 (3.0%) |
| Socioeconomically Disadvantaged | 913 | 88 (9.2%) | 270 (28.3%) | 282 (29.6%) | 199 (20.9%) | 74 (7.8%) |
| Foster Youth | 458 | 190 (19.9%) | 155 (16.3%) | 48 (5.0%) | 31 (3.3%) | 34 (3.6%) |
| Homeless Youth | 547 | 126 (13.2%) | 180 (18.9%) | 101 (10.6%) | 95 (10.0%) | 45 (4.7%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 30: Consolidated Three-by-Five Grid – District Level Student Group Results for Suspension Rate Indicator

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 953)** | 953 | 107 (11.2%) | 226 (23.7%) | 308 (32.3%) | 187 (19.6%) | 125 (13.1%) |
| African American | 409 | 177 (18.6%) | 98 (10.3%) | 88 (9.2%) | 24 (2.5%) | 22 (2.3%) |
| American Indian | 257 | 92 (9.7%) | 66 (6.9%) | 46 (4.8%) | 23 (2.4%) | 30 (3.1%) |
| Asian | 453 | 7 (0.7%) | 19 (2.0%) | 58 (6.1%) | 153 (16.1%) | 216 (22.7%) |
| Filipino | 348 | 0 (0.0%) | 17 (1.8%) | 51 (5.4%) | 130 (13.6%) | 150 (15.7%) |
| Hispanic | 850 | 85 (8.9%) | 241 (25.3%) | 284 (29.8%) | 146 (15.3%) | 94 (9.9%) |
| Pacific Islander | 182 | 22 (2.3%) | 51 (5.4%) | 56 (5.9%) | 25 (2.6%) | 28 (2.9%) |
| White | 863 | 112 (11.8%) | 175 (18.4%) | 258 (27.1%) | 194 (20.4%) | 124 (13.0%) |
| Two or More Races | 548 | 77 (8.1%) | 126 (13.2%) | 144 (19.3%) | 116 (15.5%) | 85 (8.9%) |
| English Learners | 727 | 64 (6.7%) | 151 (15.8%) | 261 (27.4%) | 154 (16.2%) | 97 (10.2%) |
| Students with Disabilities | 748 | 253 (26.5%) | 207 (21.7%) | 207 (21.7%) | 51 (5.4%) | 30 (3.1%) |
| Socioeconomically Disadvantaged | 913 | 157 (16.5%) | 281 (29.5%) | 292 (30.6%) | 106 (11.1%) | 77 (8.1%) |
| Foster Youth | 458 | 293 (30.7%) | 71 (7.5%) | 51 (5.4%) | 9 (0.9%) | 34 (3.6%) |
| Homeless Youth | 547 | 200 (21.0%) | 142 (14.9%) | 119 (12.5%) | 40 (4.2%) | 46 (4.8%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

### College Career Indicator

Table 31 summarizes, for each of the three grid models, the number of districts receiving a Red, Orange, Yellow, Green and Blue for the CCI.

#### Table 31: Color Assignments under Each Grid Model: District-Level Results for the CCI

| **Grid Model** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| Current 5 x 5 | 38 | 113 | 93 | 139 | 35 | 418 |
| Proposed 5 x 5 | 33 | 59 | 130 | 161 | 35 | 418 |
| Consolidated 3 x 5 | 41 | 74 | 181 | 82 | 40 | 418 |

#### Summary Findings for CCI under the Three Models

As shown in Table 31:

* Application of the consolidated three-by-five grid results in **three additional** LEAs receiving a Red for this indicator (and potentially being identified for LCFF support)
* Application of the proposed five-by-five grid (i.e., using a limited color scheme) results in **five fewe**r LEAs receiving a Red.

#### Student-Group-Level Analysis

Tables 32 through 34 provide a breakdown of this data by student groups. Focusing on the Red performance color only, application of the consolidated three-by-five model has a notable impact on one student group only. The percentage of students with disabilities receiving a Red increases from 27.8, under both the current and proposed five-by-five models, to 35.6 under the three-by-five model.

#### Table 34: Current Five-by-Five Grid – District Level Student Group Results for CCI

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 418)** | 418 | 38 (9.1%) | 113 (27.0%) | 93 (22.2%) | 139 (33.3%) | 35 (8.4%) |
| African American | 129 | 6 (1.4%) | 68 (16.3%) | 30 (7.2%) | 25 (6.0%) | 0 (0.0%) |
| American Indian | 6 | 2 (0.5%) | 2 (0.5%) | 0 (0.0%) | 2 (0.5%) | 0 (0.0%) |
| Asian | 160 | 0 (0.0%) | 11 (2.6%) | 21 (5.0%) | 49 (11.7%) | 79 (18.9%) |
| Filipino | 103 | 0 (0.0%) | 9 (2.2%) | 21 (5.0%) | 39 (9.3%) | 34 (8.1%) |
| Hispanic | 356 | 24 (5.7%) | 121 (28.9%) | 79 (18.9%) | 121 (28.9%) | 11 (2.6%) |
| Pacific Islander | 11 | 0 (0.0%) | 9 (2.2%) | 1 (0.2%) | 1 (0.2%) | 0 (0.0%) |
| White | 315 | 10 (2.4%) | 71 (17.0%) | 67 (16.0%) | 120 (28.7%) | 47 (11.2%) |
| Two or More Races | 100 | 1 (0.2%) | 20 (4.8%) | 32 (12.2%) | 32 (12.2%) | 15 (3.6%) |
| English Learners | 243 | 64 (15.3%) | 80 (19.1%) | 78 (18.7%) | 19 (4.5%) | 2 (0.5%) |
| Students with Disabilities | 262 | 116 (27.8%) | 71 (17.0%) | 63 (15.1%) | 11 (2.6%) | 1 (0.2%) |
| Socioeconomically Disadvantaged | 403 | 34 (8.1%) | 143 (34.2%) | 96 (23.0%) | 121 (28.9%) | 9 (2.2%) |
| Foster Youth | 80 | 31 (7.4%) | 21 (5.0%) | 26 (6.2%) | 2 (0.5%) | 0 (0.0%) |
| Homeless Youth | 209 | 19 (4.5%) | 87 (20.8%) | 61 (14.6%) | 39 (9.3%) | 3 (0.7%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 35: Proposed Five-by-Five Grid – District Level Student Group Results for CCI

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 418)** | 418 | 33 (7.9%) | 59 (14.1%) | 130 (31.1%) | 161 (38.5%) | 35 (8.4%) |
| African American | 129 | 6 (1.4%) | 60 (14.4%) | 38 (9.1%) | 25 (6.0%) | 0 (0.0%) |
| American Indian | 6 | 2 (0.5%) | 2 (0.5%) | 0 (0.0%) | 2 (0.5%) | 0 (0.0%) |
| Asian | 160 | 0 (0.0%) | 1 (0.2%) | 12 (2.9%) | 68 (16.3%) | 79 (18.9%) |
| Filipino | 103 | 0 (0.0%) | 0 (0.0%) | 14 (3.3%) | 55 (13.2%) | 34 (8.1%) |
| Hispanic | 356 | 19 (4.5%) | 88 (21.1%) | 114 (27.3%) | 124 (29.7%) | 11 (2.6%) |
| Pacific Islander | 11 | 0 (0.0%) | 9 (2.2%) | 1 (0.2%) | 1 (0.2%) | 0 (0.0%) |
| White | 315 | 8 (1.9%) | 30 (7.2%) | 80 (19.1%) | 150 (35.9%) | 47 (11.2%) |
| Two or More Races | 100 | 1 (0.2%) | 5 (1.2%) | 24 (9.2%) | 55 (21.0%) | 15 (3.6%) |
| English Learners | 243 | 64 (15.3%) | 77 (18.4%) | 81 (19.4%) | 19 (4.5%) | 2 (0.5%) |
| Students with Disabilities | 262 | 116 (27.8%) | 71 (17.0%) | 63 (15.1%) | 11 (2.6%) | 1 (0.2%) |
| Socioeconomically Disadvantaged | 403 | 28 (6.7%) | 104 (24.9%) | 137 (32.8%) | 125 (29.9%) | 9 (2.2%) |
| Foster Youth | 80 | 31 (7.4%) | 20 (4.8%) | 27 (6.5%) | 2 (0.5%) | 0 (0.0%) |
| Homeless Youth | 209 | 18 (4.3%) | 85 (20.3%) | 64 (15.3%) | 39 (9.3%) | 3 (0.7%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

#### Table 36: Consolidated Three-by-Five Grid – District Level Student Group Results for CCI

| **Student Groups** | **Total\*** | **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| --- | --- | --- | --- | --- | --- | --- |
| **All Districts (Total = 418)** | 418 | 41 (9.8%) | 74 (17.7%) | 181 (43.3%) | 82 (19.6%) | 40 (9.6%) |
| African American | 129 | 9 (2.2%) | 80 (19.1%) | 34 (8.1%) | 6 (1.4%) | 0 (0.0%) |
| American Indian | 6 | 2 (0.5%) | 2 (0.5%) | 2 (0.5%) | 0 (0.0%) | 0 (0.0%) |
| Asian | 160 | 0 (0.0%) | 2 (0.5%) | 17 (4.1%) | 37 (8.9%) | 104 (24.9%) |
| Filipino | 103 | 0 (0.0%) | 1 (0.2%) | 17 (4.1%) | 41 (9.8%) | 44 (10.5%) |
| Hispanic | 356 | 26 (6.2%) | 120 (28.7%) | 158 (37.8%) | 41 (9.8%) | 11 (2.6%) |
| Pacific Islander | 11 | 0 (0.0%) | 10 (2.4%) | 1 (0.2%) | 0 (0.0%) | 0 (0.0%) |
| White | 315 | 12 (2.9%) | 35 (8.4%) | 123 (29.4%) | 91 (21.8%) | 54 (12.9%) |
| Two or More Races | 100 | 1 (0.2%) | 9 (2.2%) | 35 (13.4%) | 36 (13.7%) | 19 (4.5%) |
| English Learners | 243 | 73 (17.5%) | 133 (31.8%) | 25 (6.0%) | 10 (2.4%) | 2 (0.5%) |
| Students with Disabilities | 262 | 149 (35.6%) | 99 (23.7%) | 8 (1.9%) | 5 (1.2%) | 1 (0.2%) |
| Socioeconomically Disadvantaged | 403 | 37 (8.9%) | 139 (33.3%) | 175 (41.9%) | 43 (10.3%) | 9 (2.2%) |
| Foster Youth | 80 | 33 (7.9%) | 44 (10.5%) | 3 (0.7%) | 0 (0.0%) | 0 (0.0%) |
| Homeless Youth | 209 | 21 (5.0%) | 140 (33.5%) | 37 (8.9%) | 8 (1.9%) | 3 (0.7%) |

\*Total = Number of districts with 30 or more students at the district level and student group level.

### Impact on Schools Identified for Comprehensive Support and Improvement (CSI)

The CDE also applied the consolidated grid to determine the number of additional schools that would be identified for CSI under the Every Student Succeeds Act (ESSA). Application of this model would result in:

* 139 schools added to the CSI list (based on low performance)
* 56 schools removed from the list​

This results in a **net increase of 83** **schools** identified for CSI, which is largely due to school performance on the Suspension Rate and Chronic Absenteeism Indicators.

In contrast, application of the proposed five-by-five color scheme would result in:

* 22 schools added to the CSI list
* 112 schools removed from the list​

This results a **net decrease of 90 schools** identified for CSI, again due to school performance on the Suspension Rate and Chronic Absenteeism Indicators.

## Career Measures Collected in 2018–19

| Measure | Definition |
| --- | --- |
| Workforce Readiness (Strategic Skills) Certificate Program Completion Indicator | An indication of whether or not a student successfully completed a certificate program that aligns to the State Board of Education-approved career readiness practices and that is approved by the Local Workforce Development Board. This program would assess a student’s strategic skills (or soft skills), such as communication, critical thinking, collaboration, conflict resolution, problem solving.  A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program. |
| Food Handler Certification Program Completion Indicator | An indication of whether or not a student successfully completed a certificate program for entry-level professionals in the food service industry, such as servers, chefs, cooks, cashiers, and even convenience store clerks. The Food Handler Certificate requires the learner to complete a brief 2-hour training course covering basic food safety principles. At the conclusion of the course, the learner will be tested on their knowledge of the content and learning outcomes. Upon successfully passing the exam, the learner will be issued a Food Handler's Certificate document (or card).  A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program.  *Note: Indicator for DASS only.* |

| Measure | Definition |
| --- | --- |
| Certified (Registered) Pre-Apprenticeship Program Completion Indicator | Populating this indicator with a “Y” means that the student successfully completed a registered pre-apprenticeship program that:   * Is recognized by business and/or industry and registered at the state or national level. Note: There were no formal pre-apprenticeships that were registered at the state (i.e., the Department of Industrial Relations) or national level in the 2018–19 school year; however, in accordance with a new state law that took effect on January 1, 2019, the Division of Apprenticeship Standards (DAS) may recognize pre-apprenticeship programs that have formal linkage agreements with state registered apprenticeship programs. * Provides three components:  1. Coursework directly related to a trade/occupation. 2. Relevant job-learning activities (either on the job site or school site, as appropriate). 3. A certificate of completion awarded upon successful completion of the pre-apprenticeship program.   A pre-apprenticeship program is designed to provide students with the entry-level skills necessary to be **eligible** to enter a registered apprenticeship program (i.e., an apprenticeship program that is registered at the state or national level). Typically, schools that offer pre-apprenticeship programs have a partnership with a local business.  A pre-apprenticeship certificate is not an industry certificate. Industry certificates, like those given to certified nursing assistants, can lead directly to employment.  A pre-apprenticeship differs from an apprenticeship program in that an apprenticeship program provides apprentices with on the job training, classroom instruction, and supervision by a journey-level or expert-level craftsperson or occupational professional.  For LEAs interested in registering their pre-apprenticeship program, please visit the California Department of Industrial Relations website at <https://www.dir.ca.gov/das/preapprenticeship.htm>. Note that part of the approval process includes a memorandum of understanding or agreement with a State Registered Apprenticeship program(s). The California Department of Industrial Relations uses *California Labor Code* Section 3100(b) to approve registered pre-apprenticeships. |

| Measure | Definition |
| --- | --- |
| Not-Certified (Non-Registered) Pre-Apprenticeship Program Completion Indicator | Populating this indicator with a “Y” means that the student successfully completed a non-registered pre-apprenticeship program that:   * Is recognized by business and/or industry but not registered at the state or national level. * Provides two components:  1. Coursework directly related to a trade/occupation. 2. Relevant job-learning activities (either on job site or school site, as appropriate).   A pre-apprenticeship program is designed to provide students with the entry-level skills necessary to be **eligible** to enter a registered apprenticeship program (i.e., an apprenticeship program that is registered at the state or national level). Typically, schools that offer pre-apprenticeship programs have a partnership with a local business.  A pre-apprenticeship certificate is not an industry certificate. Industry certificates, like those given to certified nursing assistants, can lead directly to employment.  A pre-apprenticeship differs from an apprenticeship program in that an apprenticeship program provides apprentices with on the job training, classroom instruction, and supervision by a journey-level or expert-level craftsperson or occupational professional. |
| State or Federal Job Program Completion Indicator | An indication of whether or not a student successfully completed any programs administered at schools with the Dashboard Alternative School Status (DASS) at the federal level—such as Job Corps, Workforce Innovation and Opportunity Act (WIOA), YouthBuild—or the state level, such as California Conservation Corps or Regional Occupational Center Programs.  *Note: For Job Corps, completion of only the career training portion of the program is required since the transition training often occurs after graduation.*  A “Y” would indicate that the student has successfully completed the program; an “N” would indicate that the student did not successfully complete the program.  *Note: Indicator for DASS only.* |

| Measure | Definition |
| --- | --- |
| ~~WorkAbility I Work-Based Learning Program Completion Indicator~~  *New Name:*  Transition Classroom-Based Work Exploration | An indication of whether or not a student successfully completed the equivalent of 4 courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living since entering 9th grade.  These include a combination of the following:   1. Career Awareness/Exploration Activities: Provide opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices). 2. Post-Secondary Education Planning: Instruction/counseling/guidance that supports career decision making. This includes using student interest, abilities, and goals to develop a course of study, which culminates in an individualized education/career plan. 3. Career Preparation/Job Search: job readiness–basic job skills (soft skills, 21st Century Skills, SCANS skills). Seeking and obtaining CIE, develop applications, interview, create and update resumes, maintain a portfolio, use labor market information, and utilize social media responsibly to search and apply for employment opportunities. 4. Career/Vocational Assessments: Formal and/or informal career assessment which help students identify post-school career interests, abilities and goals. 5. Curriculum Integration of Work-Readiness Skills/Contextual Learning: Career curriculum integration: Common core college/career readiness instruction integrated with career development and work-readiness, including soft skills. 6. Destination/Transportation Training: Training to use transportation resources, and support student independence (including use of public transportation and/or obtaining driver’s license). |

| Measure | Definition |
| --- | --- |
| ~~WorkAbility I Work-Based Learning Program Completion Indicator~~  *New Name:*  Transition Classroom-Based Work Exploration (Continued) | 1. *Life Skills/Independent Living*: Training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. May include benefits planning. 2. *Family Participation & Support of Transition*: Involve, train parents/family and supportive adults to support and mentor youth as they transition. Includes knowledge of disabilities, accommodations, rights and access to programs and services.   The courses may have been completed during any grades 9 through 12. Current year courses may be added to courses completed in previous school years to determine whether this indicator was met or not. A “Y” indicates the student has completed the equivalent of four courses since 9th grade. An “N” indicates the student has not completed four courses since 9th grade.  *Note: Indicator for students with disabilities only*. |

| Measure | Definition |
| --- | --- |
| ~~Transition Partnership Program Work-based Learning Completion Indicator~~  *New Name:*  Transition Work-Based Experience | An indication of whether or not a student successfully completed a minimum of 100 hours of work-based learning since entering 9th grade of a program for students with disabilities on an individualized education program (IEP) that offers students work-based learning experiences that develop knowledge and job skills, in compliance with the Fair Labor Standards Act (FLSA) requirements.  These include one or a combination of the following:   1. *Work-Based Learning*: Participation in community-based experiences that develop knowledge and job skills through service learning and workplace mentoring experiences. Students may earn entry job certifications/permits (e.g., food handler’s permit, forklift operations permit) preparing them for competitive integrated employment (CIE). 2. *Employment/Work Experience*: Assist the student to obtain subsidized/unsubsidized work, and on-the-job training experiences. 3. *Job Retention*: Provide training on maintaining, upgrading, and leaving employment. 4. *Job Coach*: Support and assistance either on or off the job. Example, teaching or support for job tasks.   Current year hours may be added to hours in the previous school years to determine whether this indicator was met or not. A “Y” indicates the student has completed employment experience (one or more of these activities total a minimum of 100 hours). An “N” indicates the student has not completed 100 hours since entering 9th grade.  *Note: Indicator for students with disabilities only*. |