# 2022 Dashboard Technical Guide: DASHBOARD ALTERNATIVE SCHOOL STATUS (DASS)

Current Information on the DASS and the DASS One-Year Graduation Rate Rules





Prepared by the California Department of Education

Available on the CDE California School Dashboard

and System of Support Web Page at:

[https://www.cde.ca.gov/dashboard](https://www.cde.ca.gov/dashboard" \o "CA School Dashboard and System of Support web page.)

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### About the Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

This Dashboard mini-guide includes the most up-to-date information on the DASS as of April 2023, including the business rules used to calculate the 2022 DASS one-year graduation rate. If you would like to access the technical details relating to the state and local indicators reported on the 2022 California School Dashboard (Dashboard), please refer to the mini-guides offered within the California Department of Education (CDE)2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### Resources

* The **DASS web page** (<https://www.cde.ca.gov/ta/ac/dass.asp>) contains information about the DASS program, such as eligibility criteria, application process, current active list of DASS schools, and up-to-date information as it relates to decision made by the State Board of Education (SBE).
* The **Dashboard Communications Toolkit** (<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>) was developed to support local educational agencies (LEAs), parents and communities bring the 2022 Dashboard closer to home.
* The **Dashboard Resources** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>) contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* DASS, contact the Analysis, Measurement, and Accountability Reporting Division by email at [Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov).
* State Indicators (Academic, Chronic Absenteeism, College/Career, English Learner Progress, Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at [Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov).
* Logging onto the Dashboard, registering as an LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by e-mail at [lcff@cde.ca.gov.](mailto:lcff@cde.ca.gov.)
* California’s System of Support: For Differentiated Assistance, contact the California System of Support Office by e-mail at [CASystemofSupport@cde.ca.gov](mailto:CASystemofSupport@cde.ca.gov). For Comprehensive School Improvement and Additional Targeted Support and Improvement support, contact the School Improvement and Support Officeby e-mail at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at [calpads-support@cde.ca.gov](mailto:calpads-support@cde.ca.gov).

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### What is DASS?

In July 2017, the SBE approved eligibility criteria for schools to qualify under DASS. Students who attend DASS schools are highly mobile; some may be returning to school after years of being out of the school system. In addition, DASS students are often credit deficient and not on track to graduate within four years. At that time, the SBE approved the use of “modified methods” to be applied to DASS schools for the:

* **Academic Indicators** where the Status cut scores were modified for the “Very Low” and “Low” levels, and
* **Graduation Rate Indicator** where a modified graduation rate (known as the DASS one-year graduation rate) was developed and implemented.

It was also determined that all DASS schools would be held accountable for the same Dashboard state indicators as non-DASS schools. Furthermore, these schools’ data would be “rolled up” or included in their LEA results.

#### Removal of “Modified Methods” Beginning with the 2022 Dashboard

Beginning with the 2022 Dashboard, the use of modified methods is no longer allowable due to the U.S. Department of Education’s (ED’s) denial of California’s use of a modified graduation rate (i.e., DASS one-year graduation rate) and modified cut scores for the Academic Indicator for accountability.

Therefore, **beginning with the 2022 Dashboard, DASS schools:**

* Received the combined four-and five-year graduation rate for the Graduation Rate Indicator (rather than the DASS one-year graduation rate), and
* Have the same cut scores applied for the Academic Indicators as non-DASS schools.

These data were also **used to determine eligibility for Differentiated Assistance** at the LEA-level and Comprehensive Support and Improvement **(CSI)** and Additional Targeted Support and Improvement **(ATSI)** at the school-level for 2022 support determinations.

Further information in regards to the use of DASS for accountability can be accessed through the August 2022 SBE Memorandum at <https://www.cde.ca.gov/be/pn/im/documents/aug22memogad01.docx> and through the September 2022 SBE Agenda Item at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item03.docx>.

#### The Future of DASS on the Dashboard

**Please note** thatthe waiver denial from the ED affects the requirements under **federal law** (Every Student Succeeds Act [ESSA]). **State law**, as provided by the California *Education Code* Section 52052(d) continues to permit the use of the DASS program and reporting of data separately for alternative schools. Therefore, the CDE will:

* Continue to produce and display the DASS one-year graduation rate, however it will be limited for informational purposes only on the 2022 Dashboard and the School Dashboard Additional Reports (<https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>).
* Continue to seek and recommend opportunities to the SBE to display DASS data in a prominent manner on future Dashboards and in other public reporting of data, such as the CDE’s web reporting system, DataQuest. The reporting of these data is critical to LEAs who support at-promise students in alternative school settings.

### DASS Application Process

The CDE and the SBE are committed to continuing the DASS program as allowed under state law, and therefore, the CDE will continue its annual application process for schools to apply for DASS. This section notes the resources that you can use to navigate through the application process.

#### Eligibility Criteria

Some DASS schools are **automatically** **assigned a DASS status** and these schools **will never have to apply for DASS**. Other alternative schools can **apply** to receive a DASS status. These differences can be found on the CDE DASS Eligibility Criteria web page at <https://www.cde.ca.gov/ta/ac/eligibilitycriteria.asp>.

For those schools that wish to **apply for DASS**, note the following:

* Part I of the DASS application requires schools to submit the percent of students who are at-promise or high-risk. Most of the data needed to calculate this percentage can be determined from the California Longitudinal Pupil Achievement Data System (CALPADS).
  + - The **denominator** is based on the total number of students **currently** enrolled at your school **in CALPADS** **at the time of completing Part I** of the DASS application**.** (Please note that the enrollment is not based on Fall Census data.)
    - The **numerator** is based on the number of students who meet the high-risk definitions approved by the State Board of Education at the time when they **first enrolled at the school**.
      * To determine these students, look at the students in the denominator and review each student’s CALPADS record, or local data when necessary, **when he/she first enrolled** at theschool. Any student who meets the high-risk definition (see high-risk definitions identified in the bulleted list on the prior page) are included in the numerator.
        + **Example:** When Julio first enrolled at School A, he was NOT a Foster Youth. However, at the time of completing Part I of the DASS application, Julio was designated as Foster Youth. Because Julio was not a Foster Youth when he first enrolled at the school, he **may not** be counted as Foster Youth (i.e., not included when calculating the school’s high-risk percentage.)

#### Application Cycle

Schools that apply for DASS are required to **re-certify** their high-risk student enrollments **every three years.** For instance, a school that was approved in June 2022 (to participate in the DASS program starting with the 2022 Dashboard) must reapply in 2024–25 to continue their participation in the DASS program for the 2025 Dashboard.

The DASS application timeline is annually posted on the CDE Dashboard Alternative School Status (DASS) web page at <https://www.cde.ca.gov/ta/ac/dass.asp>.

Information on the opening and closing of the application process is emailed to Accountability Coordinators. The application instructions are posted on the CDE DASS Application Instructions web page at <https://www.cde.ca.gov/ta/ac/partinstruct.asp>.

#### Withdrawing from DASS

Any school that does not wish to participate in the DASS may submit a Withdrawal from DASS Participation Form to the CDE. The form and instructions are posted on the CDE DASS Participation/Withdraw Instructions and Forms web page at <https://www.cde.ca.gov/ta/ac/withdrawinstruct.asp>. Schools that submit a withdrawal form are **ineligible to participate in DASS for three years**.

#### Active List of DASS Schools

To access the current list of schools participating in DASS, please visit the CDE Active DASS Schools web page at <https://www.cde.ca.gov/ta/ac/activeschools.asp>. For those schools that have to apply for DASS, this list of schools also identifies the year that a school must reapply to retain their DASS status.

#### DASS FAQs

For additional resources and answers to common questions relating to DASS, please refer to the DASS FAQs web page at <https://www.cde.ca.gov/ta/ac/dassfaqs.asp>.

### DASS One-Year Graduation Rate

#### What’s New Since the 2021 Release?

In April 2023, the Dashboard was updated to include the DASS one-year graduation rate that LEAs and schools can use for **informational purposes only.** This rate has also been reported in the Graduation Rate Additional Report (available on the CDE School Dashboard Additional Report web site).

**Note that from this point on, the DASS one-year graduation rate will be referred to as the DASS graduation rate.**

#### Which Schools Receive the DASS Graduation Rate?

The DASS graduation rate is calculated for all active DASS schools that have students in grades eleven and twelve.

#### What is the Data Source?

The data used to calculate the DASS one-year graduation rate are reported in the CALPADS by LEAs and schools. Specifically, the data are extracted from the CALPADS Student Enrollment (SENR) file at the close of End-of-Year (EOY).

The California Assessment of Student Performance and Progress (CAASPP) files from the testing vendor are also used to help determine students who were eligible to take the California Alternate Assessments (CAAs) as this is one of the conditions that must be met for students who earn the Special Education Certificate of Completion to process the DASS graduation rate.

#### Differences between DataQuest and Dashboard

The One-Year Graduation Count data file available under DataQuest reflects a count of all students at all schools that graduate by receiving a regular high school diploma within the selected academic year regardless of grade or cohort. It is not a rate as there is not a definition of who is eligible and/or supposed to graduate in the given year. These one-year graduation counts are required for federal reporting.

While there is no corresponding one-year graduation count reported for the Dashboard, the DASS one-year graduation rate may seem similar as it is often referred to as the “one-year graduation rate.” The DASS graduation rate takes into consideration the number of enrollment days and consists of twelfth grade students who are eligible to graduate in a selected academic year, and eleventh grade graduates.

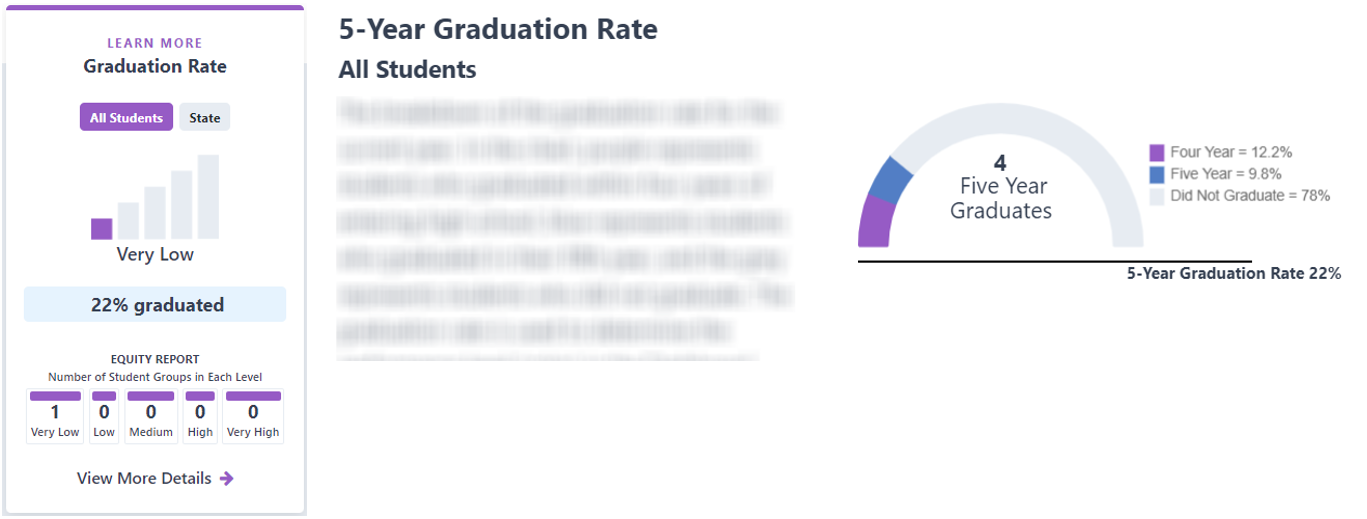
Students are considered graduates in the DASS one-year graduation rate if they receive a traditional high school diploma; pass the California High School Proficiency Examination (CHSPE); pass the GED or High School Equivalency Test (HiSET); receive an adult education diploma from a DASS school; or earn a special education certificate of completion (as long as the student was eligible to take the CAAs).

#### Dashboard View: Two Graduation Rates for DASS Schools

On the Dashboard, DASS schools receive the following two graduation rates:

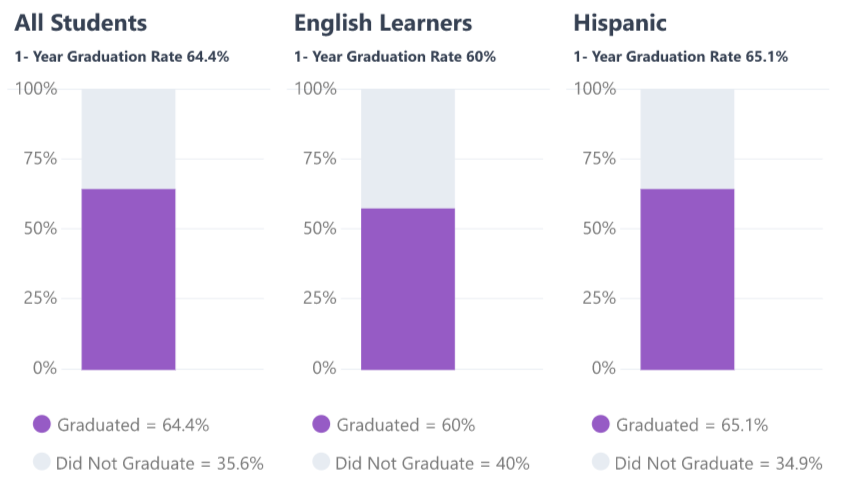
1. *Combined Four-and Five-Year Graduation Rate*, which is used to determine schools that are eligible for CSI and ATSI. Figure 1 below reflects the image of the Graduation Rate Indicator card as well as the Five-Year Graduation Rate Report that both display the combined four-and five-year graduation rate data. The Five-Year Graduation Rate Report (available by selecting ‘View More Details’ at the bottom of the Graduation Rate Indicator card) provides a breakdown of the students who graduated in four-years and those who graduated in five-years as part of the prior year cohort.
   1. Detailed information about the combined four-and five-year rate is available in the CDE 2022 Graduation Rate Dashboard Technical Guide at <https://www.cde.ca.gov/ta/ac/cm/documents/dbguidegrad22.docx>.

**Figure 1: Combined Four-and Five-Year Graduation Rate and 5-Year Graduation Rate Report on the Dashboard** (Refer to [Appendix A](#AppendixA1) for the descriptive text)



1. *DASS One-Year Graduation Rate* is the second rate that is available for DASS schools for **informational purposes**. Non-DASS schools (or traditional, comprehensive high schools) and LEAs do not receive the DASS One-Year Graduation Rate. The next section titled “Which Students Are Included in the DASS Graduation Rate?” details the calculation and business rules for this rate. Figure 2 below reflects *a portion* of the DASS One-Year Graduation Rate Report that is displayed on the Dashboard, which is accessible by selecting the ‘View More Details’ link at the bottom of the Graduation Rate Indicator card. This report contains bar charts that identify the breakdown of the rate for ‘all students’ in DASS schools as well as the rates for each applicable student group.

**Figure 2: DASS One-Year Graduation Rate on the Dashboard for *Informational Purposes Only*** (Refer to [Appendix A](#AppendixA2) for the descriptive text)



#### Which Students Are Included in the DASS Graduation Rate?

The DASS graduation rate is often referred to as the “one-year graduation rate” because the denominator mainly consists of all students in grade twelve in a given academic year rather than a cohort. The students in grade twelve may be fourth year seniors, fifth year seniors, sixth year seniors, or beyond. For instance, a fourth year senior would be a student who is in their fourth year of high school. A fifth year senior would be a student who did not graduate after four years of high school and is in their fifth year of high school.

The following sections explains the rules used to determine which students are included in the denominator and numerator of the rate.

##### Denominator

###### Denominator Inclusion Rules

The denominator of the DASS graduation rate is made up of all students who are:

* Graduates (including summer graduates) from August 16 of the prior year to August 15 of the current year (e.g., August 16, 2021 through August 15, 2022). Graduates are those in grade eleven or twelve and meet specific requirements as described in the section titled “Numerator”,
* Grade twelve ***non-graduates*** who are enrolled for at least 90 cumulative calendar days from August 16 of the prior year to June 30 without a break in enrollment with more than 30 consecutive calendar days in the academic year with a primary enrollment (code 10) or short-term enrollment (code 30) in CALPADS and**:** 
  + Did not receive a standard diploma or high school equivalency certificate (such as a GED),
  + Dropped out,
  + Transferred to an adult education school/program and did not earn an adult education diploma (CALPADS Exit Code T260),
  + Transferred to college (CALPADS Exit Code T280), or
  + Students with disabilities (SWDs) who did not participate in a transition program. Some SWDs receive special education services specifically focused on the student’s transition from secondary education to career and college. Students who are marked with a “Y” in the “**Adult Age Students with Disabilities in Transition Status**” (field 1.34 from the Student Enrollment [SENR] file) are excluded from the denominator. Those marked with an “N” are kept.

How a Student’s Grade Level is Determined

Determining a student’s grade level is dependent on the final grade status (i.e., identified in the student’s last CALPADS enrollment record).

* Example: A student was in grade eleven for the first half of the 90-day enrollment period. The student then advanced to grade twelve in the second half of the 90-day period. This student is considered a grade twelve student and is included in the denominator. The student does not have to be in grade twelve for the entire 90-day enrollment period.

###### Denominator Exclusion Rules

**Students are excluded from the denominator** if their *last enrollment record* has one of the following exit codes:

| **CALPADS Exit Code** | **Description** |
| --- | --- |
| E130 | Died |
| T180 | Transfer to a private school |
| T200 | Transfer to a school outside of California |
| T240 | Transfer out of the U.S. |
| T310 | Transfer to a health facility |
| T370 | Transfer to an institution with a high school diploma program |
| T460 | Transfer to home school program |

##### Numerator

###### Numerator Inclusion Rules

To be counted as a graduate for the DASS graduation rate, three criteria apply:

1. Students must meet a **grade requirement**:

* Be in grade eleven or twelve with a primary enrollment (enrollment status code 10 in CALPADS) or short-term enrollment (enrollment status code 30 in CALPADS)
* Note that grade eleven students are included as they are counted as early graduates.

1. Students must meet a **diploma/certificate requirement**:

| **CALPADS Exit/Completion Code** | **Description** |
| --- | --- |
| E230/100 | Graduated, standard high school diploma |
| E230/330 | Passed California High School Proficiency Exam (CHSPE) |
| E230/320 | Received a High School Equivalency Certificate (i.e., GED or HiSET) |
| E230/250 | Received an adult education high school diploma issued by a DASS school |
| E230/120 | Earned a Special Education Certificate of Completion only if certain conditions are met\* |

\*Conditions for Special Education Certificate of Completion:

* + Students who earn the Special Education Certificate of Completion must be eligible to take the California Alternate Assessments (CAAs). If they are eligible (i.e., there is a record for the student in the California Assessment of Student Performance and Progress [CAASPP] file from the testing vendor), they are included in both the numerator and denominator of the DASS graduation rate.
  + In instances when a student with disability is 18 years or older, the student is counted as a graduate as long as the student completes a Special Education Certificate of Completion and meets the enrollment requirement. The student *does not* need to be eligible for the CAA. A student’s age is determined using the student’s birthdate reported in CALPADS. For the 2022 DASS graduation rate, a student who turned 18 years old on or before September 1, 2021, is considered a graduate.
* Example: Jackie was a 17 year old grade twelve student who met the 90-day enrollment requirement and graduated with a Special Education Certificate of Completion. Jackie is **not** counted in the numerator because she was not eligible to take the CAA nor was she 18 years old on or before September 1, 2021.

1. Students must meet a minimum **enrollment day requirement**:

* Be in grade twelve and have a primary enrollment status (code 10) or short-term enrollment (code 30) in CALPADS, and be enrolled for at least **90** cumulative calendar days (***which includes weekends and holidays***) with an enrollment gap of 30 consecutive calendar days or less, or
* Be a graduate in July, August, or September (no minimum enrollment days required), or
* Be a ***graduate*** who is enrolled for at least 30 cumulative calendar days (***which includes weekends and holidays***) with an enrollment gap of 30 consecutive calendar days or less, and has the following status in CALPADS:
  + Foster Youth,
  + Homeless, or
  + Grade 11

Note: Foster Youth and Homeless *non-graduates* who are in grade twelve must meet the 90-day enrollment rule to be included in the DASS graduation rate.

Defining Cumulative Calendar Days

The following provides examples on the 90 and 30 cumulative calendar days used for the above enrollment requirement.

**90 Cumulative Calendar Days Examples**

**Example 1:** Maria, a grade twelve student, was enrolled at a DASS school. She had the following number of enrollment and exit days at that DASS school:

* Enrolled for 30 days,
* Exited for 5 days,
* Re-enrolled for 20 days,
* Exited for 3 days, and
* Re-enrolled at the same school for 40 days.

Because she was enrolled for a total of 90 days (30 + 20 + 40) and had no single break in enrollment that exceeded 30 days, Maria meets the 90 cumulative day requirement.

**Example 2:** David, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school:

* Enrolled for 30 days,
* Exited for 31 days,
* Re-enrolled for 20 days,
* Exited for 2 days, and
* Re-enrolled for 40 days.

Although David had a total cumulative enrollment of 90 days (30 + 20 + 40), he had an enrollment gap of 31 consecutive calendar days. Because the gap was greater than 30 days, the count is reset and begins again **after the gap:** 20 + 40 = 60. Based on this count, which yields a total cumulative enrollment of 60 days, the 90 cumulative calendar day requirement is not met.

**30 Cumulative Calendar Days Example**

Kendra, a grade twelve Foster Youth graduate, was enrolled at a DASS school. She had the following number of enrollment and exit days at that school:

* Enrolled for 20 days,
* Exited for 40 days,
* Re-enrolled for 10 days,
* Exited for 15 days, and
* Re-enrolled for 20 days.

Although Kendra has a total cumulative enrollment of 50 days (20 + 10 + 20), she had an enrollment gap of 40 consecutive calendar days. Because the gap was greater than 30 days, the count for days begins again **after the gap:** 10 + 20 = 30. Because the total cumulative enrollment is 30 days, the 30-day cumulative calendar enrollment requirement is met.

August 15 Cut Off Date and Summer Graduates

Similar to the rules used for the combined graduation rate, for a student to be counted as a graduate in a DASS school, the student must be entered as a graduate in CALPADS by August 15 of that school year. Students who graduate after August 15 are included as graduates in the next graduating class. For example:

* A student who attended summer school and graduated on August 15, 2022 would be included in the graduation rate for 2021–22 (i.e., reporting in the 2022 Dashboard).
* A student who graduated on August 16, 2022 would be included in the graduation rate for 2022–23 (i.e., reporting in the 2023 Dashboard).

When Students Have Multiple Graduation Records

A hierarchy is applied when students have multiple graduation records. For example, when students have:

* Multiple high school diplomas OR multiple certificates\*
* In these instances, the DASS school where the student was last enrolled will receive credit, and the student is included in that school’s graduation rate.
* Received both high school diploma AND certificate\*
* The high school diploma takes priority over the certificate. Therefore, the DASS school that gave the diploma is where the student is included for the graduation rate.

\*Certificate = GED, HiSET, CHSPE, and Special Education Certificate of Completion

When Students Are Previously Counted as a DASS Graduate

Students who were previously counted as a DASS graduate at any DASS school in either of the prior two years are removed from the current DASS graduation rate (i.e., removed from the numerator and denominator).

* Example: Binh was a grade twelve student in 2020–21 at Moon Rock Continuation Learning High and graduated with a GED. She was counted as a graduate in the school’s 2021 DASS graduation rate. For the 2021–22 school year, Binh enrolled in Star Mountain Alternative Learning High and after enrolling for 90-days, she received a standard high school diploma. However, because Binh was counted as a DASS graduate within the last two years, she will not be included in Star Mountain Alternative Learning High’s 2022 DASS graduation rate.

When Students Are Counted as a Graduate at Another School

In instances when a non-graduate at a DASS school (who meets the enrollment requirements) ends up graduating from a non-DASS school, with a standard high school diploma, the student will be removed from denominator of the DASS one-year graduation rate. Note that non-DASS schools include traditional comprehensive high schools as well as district offices and non-public, nonsectarian school (NPS).

* Example: Richard was a grade twelve student who was enrolled at Diamond DASS High School for 166 days without a gap of enrollment of more than 30 consecutive calendar days. Without graduating at Diamond DASS High, Richard transferred to a NPS. After enrolling at the NPS for one month, Richard earned a regular high school diploma. Because Richard graduated with a regular high school diploma at a non-DASS school, he is removed from the denominator of Diamond DASS High’s DASS graduation rate.

##### Student-Level Examples

The scenarios below illustrate the business rules used for determining the numerator and denominator for the DASS One-Year Graduation Rate.

**Example 1: Graduating Before 90 Days and Exiting the School**

| **Student** | **Enrollment** | **Counted as a Graduate?** |
| --- | --- | --- |
| Albert is a grade twelve student. | He enrolled in a DASS school in March and stayed enrolled for 80 days. He then earns a standard diploma before exiting out of the school. | Albert is counted neither as a graduate nor a non-graduate at the DASS school. He is **not included in the denominator.** Because students must be enrolled for at least 90 cumulative calendar days ***prior to graduating***, Albert does not meet the criteria to be included in the calculations for the DASS graduation rate. |

**Example 2: Graduating Before 90 Days and Remaining at School**

| **Student** | **Enrollment** | **Counted as a Graduate** |
| --- | --- | --- |
| Rachel is a grade twelve student. | She enrolls in a DASS school in September and earns her HiSET in mid-October and exits. She re-enrolls in January and remains at the school through June without earning a standard diploma. | Rachel is not counted as a graduate at the DASS school. Although she received her HiSET at the school, she earned it before meeting the 90-day cumulative calendar enrollment requirement. Therefore, she is counted as a non-graduate (i.e., included in denominator but not numerator) because she met the 90-day requirement the second time she enrolled in January (after having a gap of more than 30 consecutive days). |

**Example 3: Graduating Before Transfer**

| **Student** | **School 1** | **School 2** | **School 3** | **Which Graduation Rate is the Student Attributed to?** |
| --- | --- | --- | --- | --- |
| Greg is a grade twelve student who transferred twice during his senior year. | For the first four months of the academic year, he enrolled in a traditional school. | In December, he transferred to a DASS school, and, after enrolling for 60 days, received a GED. | In February, he transferred to a new DASS school for the remainder of the year (June 30) and did not receive additional graduation certificates. | Although Greg received a GED at School 2, he was not enrolled there for 90 cumulative calendar days. Therefore, School 2 cannot count Greg as a graduate. School 3 is the last record of enrollment, and Greg was enrolled there for at least 90 cumulative days. Therefore, he is counted as a **non-graduate** at **School 3** (i.e., included in denominator but not numerator). |

**Example 4: Summer School Graduates**

| **Student** | **Enrollment** | **Counted as a Graduate?** |
| --- | --- | --- |
| Brittany, a grade twelve student, enrolls in a DASS school during the first week of May. | By June 16, when the school year ends, she has not graduated. She enrolls in the school’s summer school program on July 5 and receives a standard diploma on August 11. | Brittany is counted as a graduate at the DASS school. Although Brittany does not have a total of 90 days of cumulative enrollment at the DASS school, she is still counted as a graduate because there is no enrollment requirement for summer school graduates. |

**Example 5: Foster Youth**

| **Student** | **Enrollment** | **Counted as a Graduate?** |
| --- | --- | --- |
| Baljeet is a foster youth student. | He enrolls in a DASS school on May 2 and earns a GED, on June 16, when the school year ends. | Baljeet is counted as a graduate at the DASS school. Although Baljeet does not have a total of 90 days of cumulative enrollment at the DASS school, he is still counted as a graduate because the minimum enrollment for foster youth students is 30 cumulative calendar days. |

**Example 6: Counting Enrollment Days**

| **Student** | **Enrollment** | **Counted as a Graduate?** |
| --- | --- | --- |
| Darryl is a grade twelve student. | He enrolls in a DASS school in September for ten days. He then exits for twenty days. He reenters in the same DASS school and enrolls for 50 days. He exits again for 25 days. He reenrolls for the same DASS school for 30 days and does not earn a diploma or certificate. | Darryl is **counted** as a **non-graduate** (i.e., included in the denominator but not the numerator) at the DASS school because: (1) he was enrolled at the school for 90 calendar days, (2) each of his enrollment gaps was less than 30 consecutive calendar days, and (3) he did not earn a diploma or certificate. |

**Example 7: Enrollment Gap**

| **Student** | **Enrollment** | **Counted as a Graduate?** |
| --- | --- | --- |
| Jorge is a grade twelve student. | He enrolls in a DASS school in September and exits in January. He re-enters the same DASS school during the first week of May and graduates, with a GED, on June 16, when the school year ends. | Jorge is not counted in the school’s graduation rate. Since the enrollment gap (between January and May) is more than 30 consecutive calendar days, he does not meet the enrollment requirement of 90 cumulative calendar days and therefore he is excluded from both the numerator and denominator. |
| Tierra is a grade twelve student. | She enrolls in a DASS school in September and exits in December. She re-enters the same DASS school on March 1 and earns a GED, on June 16, when the school year ends. | Tierra is counted as a graduate at the DASS school because, although the enrollment gap is more than 30 consecutive calendar days, she has more than 90 cumulative days of enrollment after she re-enters and earns the GED. |

**Example 8: Grade Eleven Early Graduate**

| **Student** | **Enrollment** | **Counted as a Graduate?** |
| --- | --- | --- |
| Alex is a grade eleven student. | He enrolls in a DASS school in November and exits in April. Before he exits the school in April, he graduates with a GED. | Recall that grade eleven early graduates are required to meet an enrollment requirement of 30 cumulative calendar days which Alex meets. Because he also earned a GED after being enrolled for 30 cumulative calendar days, he is counted as a graduate at the DASS school *in the year that he graduates*. Note this is different from the combined four- and five-year graduation rate where an early grade eleven graduate is not counted in the year that the student graduates but rather as part of the cohort that they belong to. |

#### When Students Transfer

If a student transfers between schools (i.e., between a non-DASS and DASS school or from one DASS school to another), the student is counted in the graduation rate where the student was **last enrolled.** The scenarios below explain when a student is included in the DASS graduation rate if the student transfers.

**Example 1: Transfer to Traditional School**

| **Student** | **School 1** | **School 2** | **Which Graduation Rate is the Student Attributed to?** |
| --- | --- | --- | --- |
| Marcie is a grade 12 student who enrolled in two schools during her senior year. | She enrolled in a DASS school for 120 days. | She then transferred to a traditional (non-DASS) school for the last 30 days\* and received a standard diploma. | Marcie is included in the graduation rate for the **traditional school only** and is counted as a **graduate** (included in both numerator and denominator). |
| Eric is a grade 12 student who enrolled in two schools during his senior year. | He enrolled in a DASS school for 120 days. | He then transferred to a traditional school for the last 30 days but **did not graduate**. | Eric is included in the graduation rate for the **traditional school only** and is counted as a **non-graduate** (included in (denominator only). |

**\***Keep in mind that there are no minimum enrollment requirements for traditional (or comprehensive) schools. The traditional school is accountable for the student’s graduation status because that is the last school that the student attended.

**Example 2: Multiple School Transfers**

| **Student** | **School 1** | **School 2** | **School 3** | **Which School is the Student Counted?** |
| --- | --- | --- | --- | --- |
| Melanie is a grade twelve student who transferred twice during her senior year. | For the first four months of the academic year, she enrolled in a DASS school. | In December, she transferred to a traditional high school, where she was enrolled for 95 days. | In March, she transferred to a new DASS school for the remainder of the year (June 30) but did not graduate. | Since Melanie was enrolled at School 3 (a DASS school) for at least 90 cumulative calendar days, and it was the last school of record, School 3 is accountable. She is counted as a **non-graduate** at **School 3** (i.e., included in denominator but not numerator). |

#### Student Groups

To access student group definitions and the data used to determine the student groups for the DASS graduation rate, please view the mini-guide titled “California’s Accountability System and the Dashboard” which is posted on the CDE 2022 Dashboard Technical Guide web page <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### School Dashboard Additional Reports

Designed for educators, the School Dashboard Additional Reports (<https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>) includes a **Graduation Rate Report**, whichdisplays for DASS schools both:

* The number and percent of students included in the combined four- and five-year graduation rate, **and**
* The number and percent of students included in the DASS one-year graduation rate.

### School Examples

#### Example 1: Lapis Lazuli DASS High School

At the end of the 2021–22 school year, the school had:

* 84 students in grade twelve who met the 90-day cumulative enrollment criteria. Of these students, 48 were counted as graduates:
  + 8 earned the standard diploma,
  + 15 passed the GED,
  + 13 passed the CHSPE, and
  + 12 earned the Special Education Certificate of Completion and were eligible for the CAAs
* One grade eleven graduate who earned the standard diploma and met the 30-day cumulative enrollment criteria.
* Three Foster Youth grade twelve graduates who earned the standard diploma and met the 30-day cumulative enrollment criteria.
* One Homeless grade twelve graduate who earned the GED and met the 30-day cumulative enrollment criteria.

Based on the above data, the school has 53 graduates out of 89 students.

The school’s DASS graduation rate for 2022 is 53 ***divided by*** 89 = 59.6%.

#### Example 2: Green Sapphire DASS High School

At the end of the 2021–22 school year, the school had:

* 100 students in grade twelve who met the 90-day cumulative enrollment criteria. Of these students, 28 were counted as graduates:
  + 18 earned the standard diploma,
  + 2 passed the GED,
  + 1 earned an adult education diploma,
  + 2 passed the CHSPE, and
  + 5 earned the Special Education Certificate and were eligible for the CAAs
* Five students who earned the standard diploma during summer school (i.e., July 1 to August 15).
* Three Foster Youth students who did not graduate but met the 90-day cumulative enrollment criteria.
* Two Homeless students who did not graduate and did not meet the 90-day cumulative enrollment criteria.
* One grade twelve student who was an “Adult Age Student with Disabilities in Transition Status” and met the 90-day cumulative enrollment criteria.

Based on the above data, the:

* *Denominator* includes108 students:
  + 100 grade twelve students who met the 90-day cumulative enrollment criteria,
  + Five students who earned the standard diploma during summer school (Note that there is no enrollment criteria for students in summer school.),
  + Three Foster Youth students who met the 90-day enrollment criteria.
  + Note: The one grade 12 student in “Adult Age Student with Disabilities in Transition Status” is not included, even if the student met the 90-day cumulative enrollment criteria.
* *Numerator* includes33 graduates:
  + 28 graduates who met the 90-day enrollment and graduation criteria,
  + Five students who earned the standard diploma during summer school (Note that there is no enrollment criteria for students in summer school.),

The school’s DASS graduation rate for 2022 is 33 ***divided by*** 108 = 30.6%.

### Frequently Asked Questions

This section covers commonly asked questions from LEAs.

1. **Are only students who earn a standard diploma counted as graduates in the DASS graduation rate?**

No. Compared to the combined four- and five-year graduation rate which only counts students as a graduate if they earned a standard high school diploma, the following students are counted as graduates in the DASS graduation rate:

* Standard diploma
* High School Equivalency certificate (i.e., GED and HiSET)
* Adult education diploma (issued by DASS schools)
* Early graduates (grade eleven students only)
* California High School Proficiency Exam (CHSPE)
* Special Education Certificate of Completion (must be eligible to take the CAAs)

1. **I have a student who was a junior when she first enrolled at my DASS school. Four months later, she received enough credits to be promoted to grade twelve.   
   Will the student be included in the DASS graduation rate?**

All students who are recorded in grade twelve in CALPADS will be considered for inclusion in the denominator of the DASS graduation rate if they meet the enrollment criteria.

1. **Does the August 15th cut-off date for students to be counted as a graduate apply only to non-DASS schools?**

No. The August 15th cut-off date applies to both the combined four- and five-year graduation rate and the DASS graduation rate. For a student to be counted as a graduate, the student must graduate by August 15th.

1. **I see that for DASS schools, the DASS graduation rate is reported on the Dashboard along with the combined four- and five-year graduation rate. Does this mean that the DASS graduation rate is used to determine eligibility for CSI and ATSI for DASS schools?**

No. Beginning with the 2022 Dashboard, per direction by the U.S. Department of Education, the combined four- and five-year graduation rate is used to determine eligibility for Differentiated Assistance at the LEA-level and CSI and ATSI at the school-level.

1. **Will LEAs receive a DASS graduation rate?**

No. The DASS graduation rate is calculated for DASS schools only. It will not be calculated at the LEA-level.

1. **Will the College/Career Indicator for DASS schools be based on students in the combined four-and five-year graduation rate or the DASS graduation rate?**

Beginning with the 2022 Dashboard, students in the denominator of the combined four-and five-year graduation rate are used as the denominator of the College/Career Indicator (CCI).

### Appendix A: Descriptive Text for Images in Guide

This section contains the descriptive text to the images presented throughout this guide to ensure accessibility to individuals with disabilities as required by Section 508 of the federal Rehabilitation Act of 1973.

**[Figure 1](#Figure1): Combined Four-and Five-Year Graduation Rate and 5-Year Graduation Rate Report**

The image shows, on the left, the Graduation Rate Indicator card which is displayed on the Dashboard. The card states (from the top) “Learn More Graduation Rate” following two buttons: All Students and State. Viewers can toggle between these two buttons to access the school combined four-and five-year rate or the rate for the state. Below this is a five bar graph with one of bars filled with purple with the remaining four bars in gray. Underneath this graph are the words “Very Low.” Beneath this reflects that 22 percent graduated. Underneath this is the Equity Report showing the number of student groups in each status level with the number of student groups identified in five cards. These five cards, from left to right, show one student group in Very Low, along with zero in Low, Medium, High, and Very High. At the bottom of the card are the words “View More Details” with an arrow pointing to the right. To the right of the card is an image of the 5-Year Graduation Rate report, which breaks down the number of students who graduated in four-years and five-years. The image reflects the dome-shaped graph for All Students along with the following data: four-year in purple reflects 12.2 percent, five-year is in blue at 9.8 percent, and in gray are those who did not graduate at 78 percent. The five-year graduation rate is 22 percent.

**[Figure 2](#Figure2): DASS One-Year Graduation Rate on the Dashboard for *Informational Purposes Only***

The image reflects three bar graphs. The one on the left is for All Students 1-Year Graduation Rate 64.4 percent. The text under the graph has: (1) a small purple dot noting that the purple color in the bar graph reflects the percent of graduates, which is 64.4 percent, and (2) a second small light gray dot noting that the light gray color in the bar reflects the percent of students who did not graduate, which is 35.6 percent. The graph in the middle is for English Learners 1-Year Graduation Rate 60 percent. The text under this graph has: (1) a small purple dot noting that the purple color in the bar graph reflects the percent of graduates, which is 60 percent, and (2) a second small light gray dot noting that the light gray color in the bar reflects the percent of students who did not graduate, which is 40 percent. The graph on the right is for Hispanic 1-Year Graduation Rate 65.1 percent. The text under the graph has: (1) a small purple dot noting that the purple color in the bar graph reflects the percent of graduates, which is 65.1 percent, and (2) a second small light gray dot noting that the light gray color in the bar reflects the percent of students who did not graduate, which is 34.9 percent.