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The State of California's Students

Perspectives from the 2022 California School Dashboard

Friday, December 16, 2022

9:30 a.m. & 1:30 p.m.

Educators and policymakers have long believed that California's persistent achievement gaps expanded during the pandemic

Especially for student groups traditionally underserved in our schools

But how do we *know*?

The 2022 **California School Dashboard** is the most comprehensive analysis of our 5.9 million students in nearly three years.

Through multiple metrics that focus on equity, the Dashboard offers new data on the state of California's students today.

Overview of Today's Briefing

1. 2022 California School Dashboard:

   Implications for Improvement

2. Improving Student Outcomes:

   How do local educational agencies use the Dashboard to improve outcomes?

3. Implications for Policymakers:

   Practitioners share their perspectives

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2022 California School Dashboard

Implications for Improvement

Accountability During the COVID-19 Pandemic

- SB 98 (2020)
  - Suspended the Dashboard
- AB 130 (2021)
  - Suspended the Dashboard for a second time
  - Any valid and reliable data still needed to be published
  - Resumes the Dashboard using data from the 2021-2022 school year (2022 Dashboard)

Kindergarten teacher Ana Zavala instructs students at Washington Elementary School in Lynwood (September 2022) Source: LA Times

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Which Data are Reported?

Academic Performance

English Learner Progress

Chronic Absenteeism

Suspension Rate

Graduation Rate

(CDE) Getting to Know the Measures

The 2022 California School Dashboard

- Chronic Absenteeism rates "all time high, nearly tripled statewide"
- Academic Performance data previously released in Fall 2022 showed signs of learning recovery already underway
- State suspension rate declined from 3.5% to 3.2% from 2018-19 to 2022 Dashboard

2022 Dashboard

CDE Narrative Summary

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The percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend in kindergarten through grade eight.

Chronic Absenteeism Rates

KiDS

Local Examples

- Napa increased from 5% to 38%
- Del Norte increased from 11% to 65%
- Kern County rate increased 11.5% to 37.6%

Kern Integrated Data System (KiDS) uncovered county-wide root causes:

- Incomplete Independent Study increased 3,841 students to 207,753
- 28,079 students in grades 3-12 completed student connectedness survey through Kern Educational Pledge
- **"Why did you miss school?"**
  - Illness*
  - Not receiving enough sleep*
  - The need to take care of a family member*
  - A feeling of sadness, hopelessness, and anxiety*

Kern Education Pledge

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The percentage of students who were absent for 10 percent or more of the instructional days they were enrolled to attend in kindergarten through grade eight.

Chronic Absenteeism Rates

Los Angeles County Office of Education offered a free (3-part) webinar series and LAUSD has documented their targeted outreach through home visits and family engagement.

Solano County Office of Education hosted focus groups using an empathy interview approach (pilot study, February 2022). Focus group participants included students and administrators in one of their districts.

Student Themes that emerged from the study:

- Morning Routine (waking up, getting ready, breakfast, being ready)
- Transportation (reliance on partners, car trouble)
- Social-Emotional and Physical Health (anxiety, illness)

Also conducted interviews with parents and engaged parents in data analysis as they expanded this pilot and collected more data.

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Empathy Interviews (Solano County)

Academic Performance

English Language Arts and Mathematics

Student performance on statewide assessments, which are taken each spring by students in grades three through eight and grade eleven.

Strong correlation between chronic absenteeism rates and academic performance in most counties.

Shasta County maintained the average percentage of students meeting or exceeding standard in ELA and in Math (<50% in ELA and <40% in Math). Students were out of school from March-June 2020 and **fully back in-person in Fall 2020.** Districts used this time to offer high dosage tutoring to students. COVID Emergency Relief dollars paid teacher stipends to offer extra tutoring before and after school 4 to 5 days a week and throughout summers.

However, disaggregated data shows a steady decrease in ELA and Math for English learners since the pandemic across all grade levels (2019). Double down on supports for English Learners, priority for each district across county.

Suspension Rates

Shows the percentage of students who were suspended for at least one full day during the school year

Del Norte, which is a single district single county, reported increased suspension rates that had been previously reduced by 50%. Once students were back in the classroom, extreme student behaviors emerged, including violent tendencies not seen in over a decade.

School leaders and families exhausted all other options: **counseling, family outreach, engaged community partners, and multiple other disciplinary alternatives to suspension.** Students were putting other students and staff in harm's way.

Working closely with the local tribes and community partners to ensure all students and families have access to resources for wellness, health and safety.

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Del Norte Wellness Center

Performance of Student Groups

Students with Disabilities

Shasta County saw overidentification of students with disabilities related to eligibility of differentiated assistance (DA) among districts. **DA increase from 3 to 14 districts**. Shasta is working with each district to disaggregate their special education data, take away excuses and get to the place to have the hard conversations needed to make lasting changes.

Students Experiencing Homelessness

Alameda County provides anecdotal evidence, statewide, that indicates many more students and families became unhoused during the pandemic; however, not all students were properly identified in student group reflected on Dashboard. This is a problem. Have been doubling down on identification efforts to ensure students receive support. In February 2021, published a white paper with WestEd on promising practices to provide instruction and learning supports to students without homes.

White Paper (Alameda/WestEd)

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What Does the 2022 Dashboard Tell Us?

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PROMOTE | INFLUENCE | ADVOCATE

Improving Student Outcomes

How do LEAs use the Dashboard to improve outcomes?

In this section:

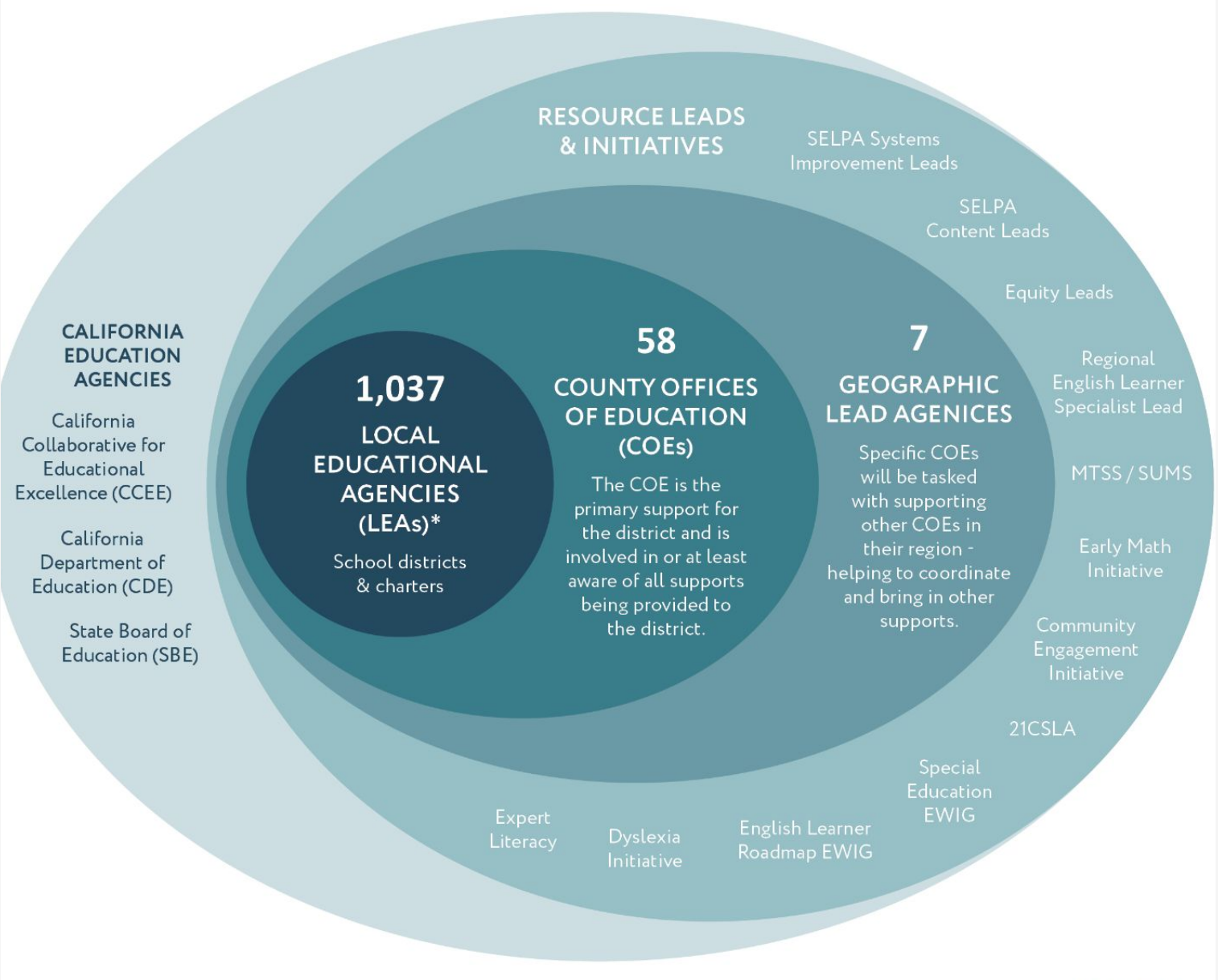
How do LEAs use the Dashboard to improve outcomes for students?

1. **California's "System of Support"** was established to help school districts and charter schools to turn data into improved outcomes.

2. **Example of a systemic change** that is closing the achievement gap for students with disabilities.

3. **Example of ways** the Dashboard drives change inside schools.

Statewide System of Support



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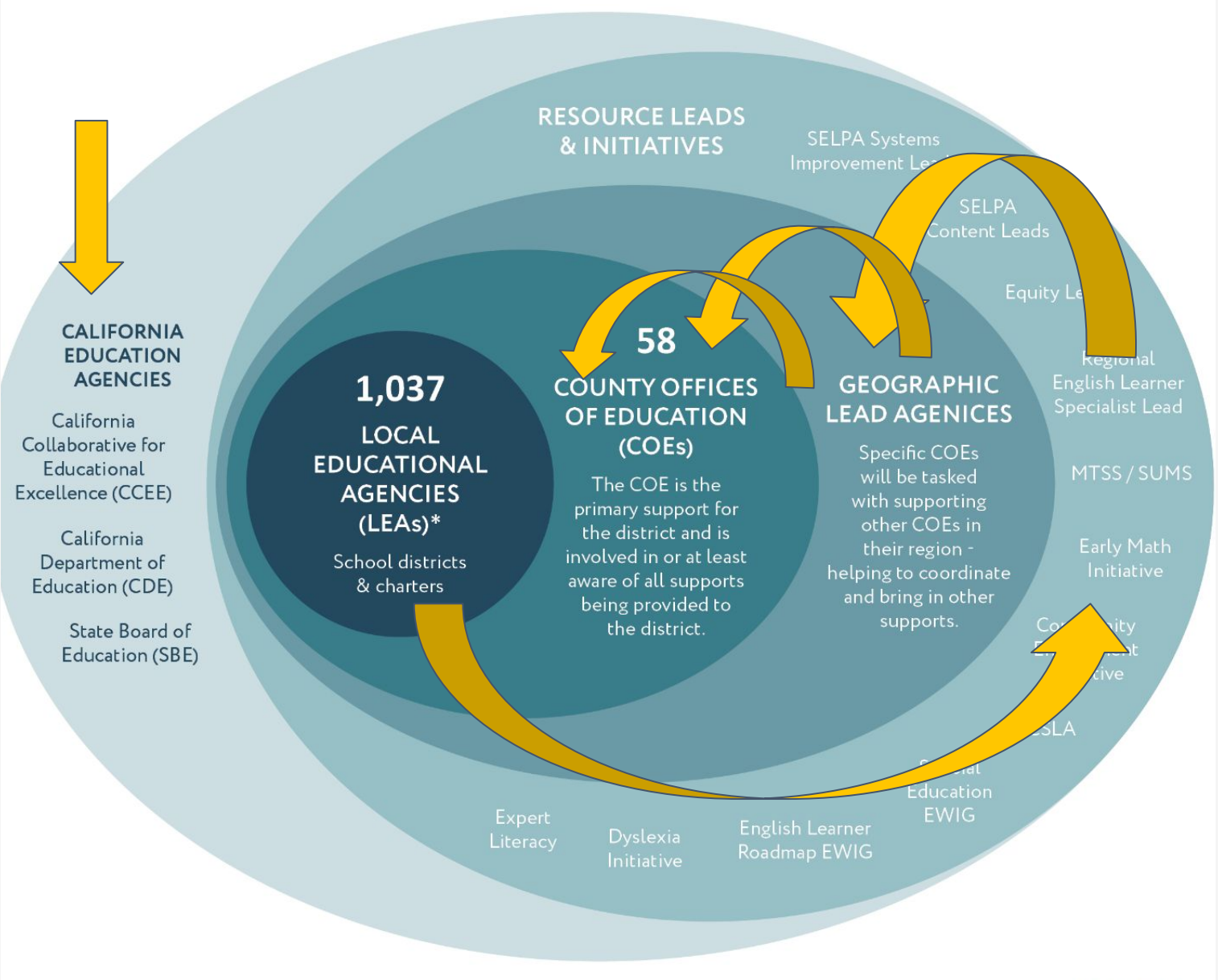
Statewide System of Support



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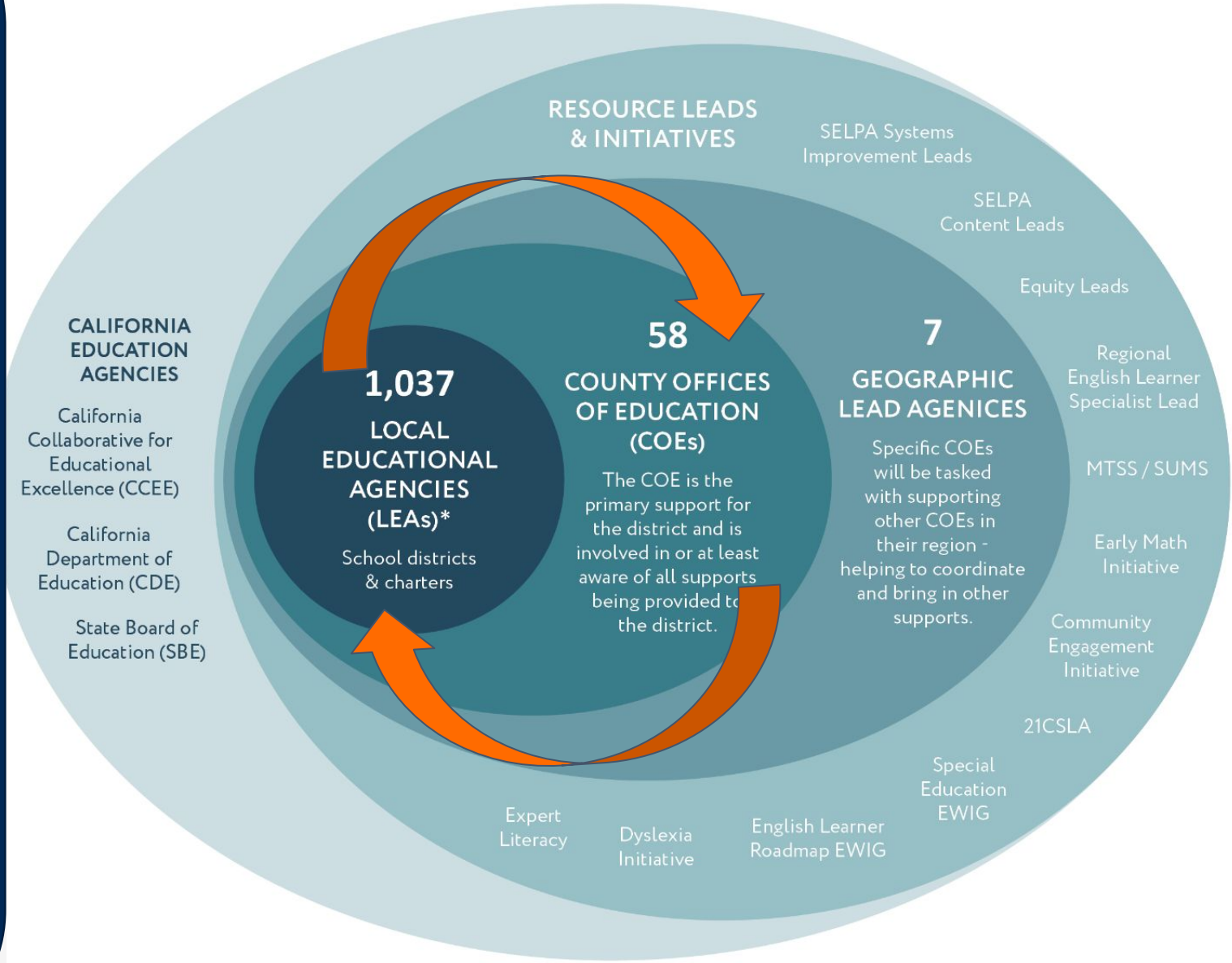
County Superintendent Role and Responsibilities

- Provide preventative (universal, tier 1) support to all LEAs in county
- Offer targeted (differentiated assistance, level 2) support to all LEAs identified by the Dashboard
- Provide LCAP development support and review/approve district LCAPs (dual role)



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Central Unified School District

Ketti Davis, Superintendent

- Approximately 16,000 students
- 70% Socioeconomically Disadvantaged
- 14% English Learners
- 58% Graduation Rate for Students with Disabilities in 2018

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Problem of Practice	Root Cause Analysis	Aim Statement
• Not enough **students with disabilities** are earning a high school diploma.	• We do not have a well-defined **placement process** for students being placed into Special Day Class (behavior and grades vs skill are used too often). • Our Students with disabilities do not have **access to the interventions** they need to succeed in General Education settings.	• **Every student** that can earn a high school diploma is **given the opportunity** to earn one.

Early Indicators of Success

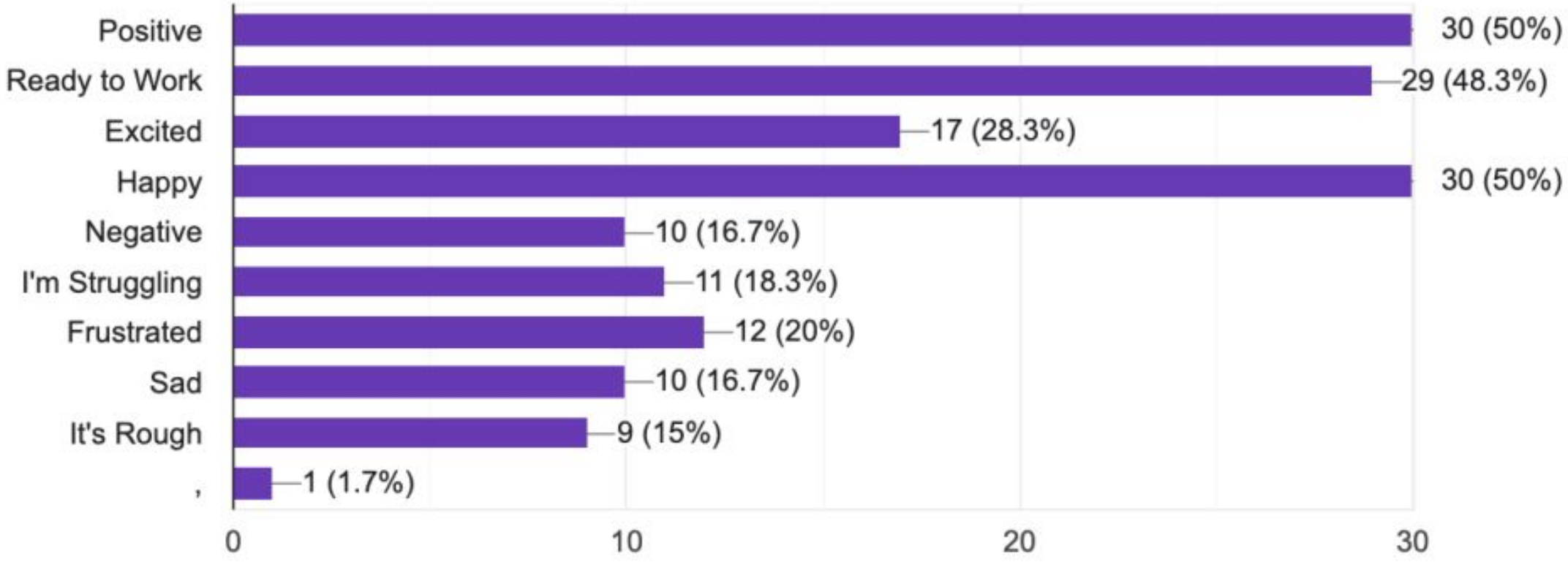
- 100% of 9th grade students who have been moved from a Certificate of Completion to a Diploma Pathway are earning A-Cs in all classes and are on-track to graduate.

- 100% of 10th graders are passing ELA and math and 7/10 are passing their general education science class.

This week I'm feeling... (Check All That Apply)

Copy

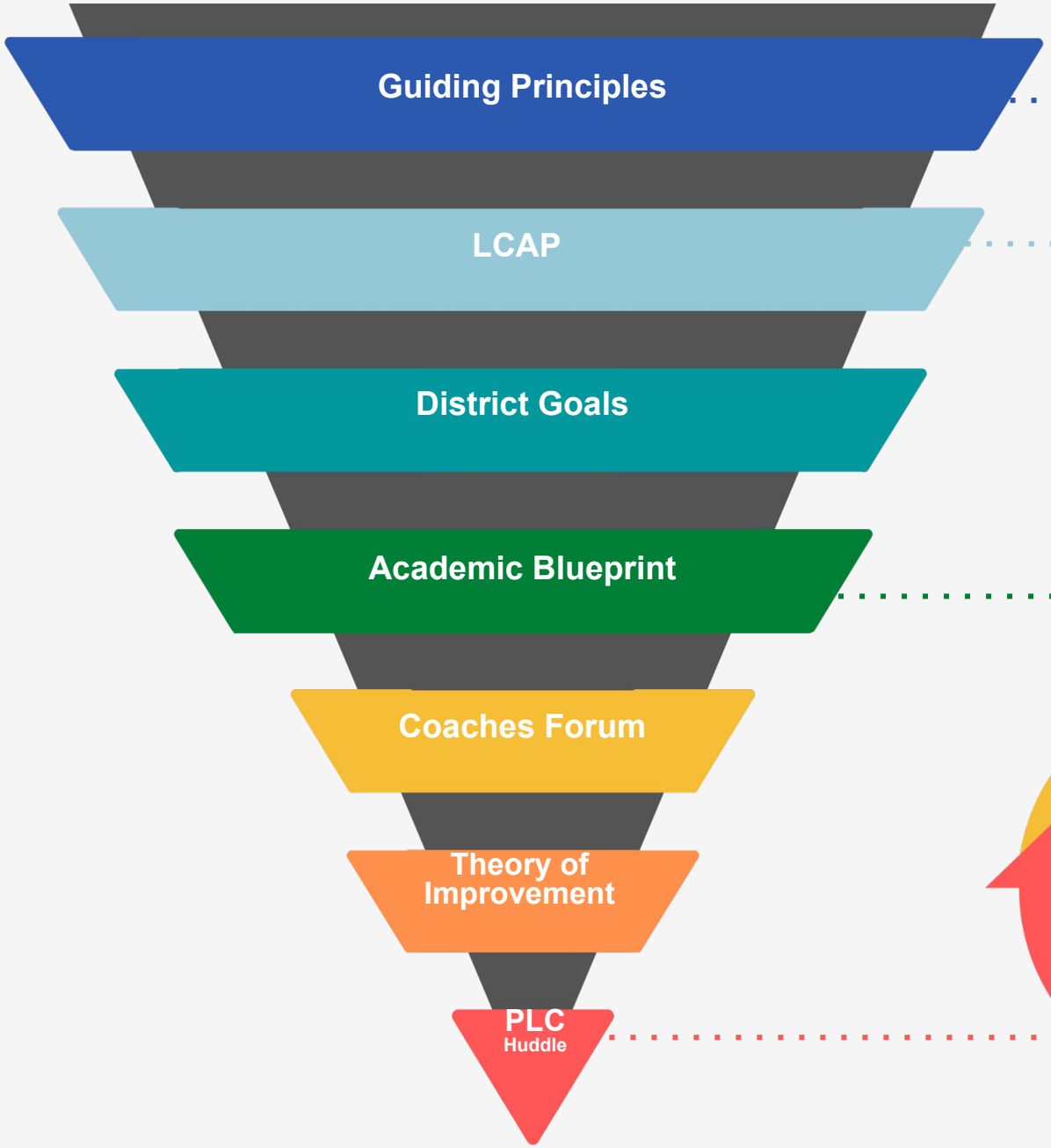
60 responses



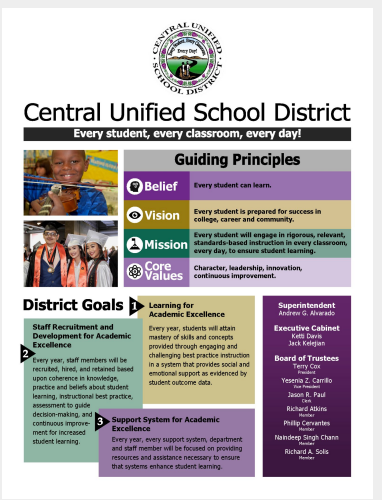
Early Indicators of Success

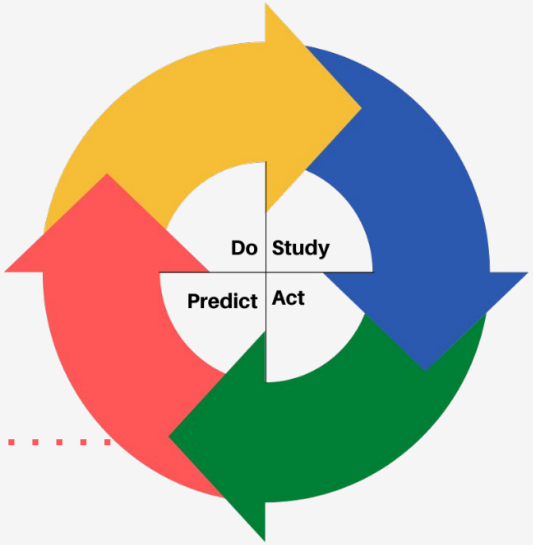
- When asked how he was doing in his general education classes, one student said (with a proud smile), "I am happy in my classes and able to do the work. I have an A and don't need help."

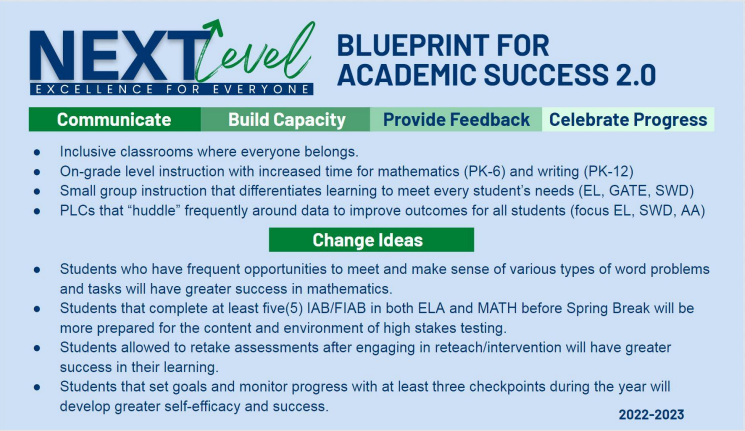
- Teachers report that students are working hard and are stepping up their work with the increased expectations of core standards.


Guiding Principles
LCAP
District Goals
Academic Blueprint
Coaches Forum
Theory of Improvement
PLC
Huddle

Central Unified's
2022-23
LCAP GOALS
GOAL 1
Central Unified will ensure that all students meet or exceed academic standards and are prepared for college, career, and community
HIGHLIGHTED ACTIONS
Rigorous Instructional Materials
Literacy-rich schools
Targeted Academic Interventions
Professional Development
College & Career Resources
English Language Proficiency
GOAL 2
Central Unified School District will cultivate an equitable environment where all students participate in engaging educational opportunities
HIGHLIGHTED ACTIONS
Academic & Career Counseling
Targeted Social-Emotional Interventions
Targeted Behavior Intervention
Highly Qualified Staff
Co-Curricular Activities
GOAL 3
Central Unified School District will operate safe and inclusive schools in partnership with our community
HIGHLIGHTED ACTIONS
Safe & Clean Facilities
Access to Technology
Family Education & Engagement
Multilingual Communication


Central Unified School District
Every student, every classroom, every day!
Guiding Principles
Belief
Every student can learn.
Vision
Every student is prepared for success in college, career and community.
Mission
Every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.
Core Values
Character, leadership, innovation, continuous improvement.
District Goals
1 Learning for Academic Excellence
Every year, students will attain mastery of skills and concepts provided through engaging and challenging best practice instruction in a system that provides social and emotional support as evidenced by student outcome data.
2 Staff Recruitment and Development for Academic Excellence
Every year, staff members will be recruited, hired, and retained based upon coherence in knowledge, practice and beliefs about student learning, instructional best practice, assessment to guide decision-making, and continuous improvement for increased student learning.
3 Support System for Academic Excellence
Every year, every support system, department and staff member will be focused on providing resources and assistance necessary to ensure that systems enhance student learning.
Superintendent
Andrew G. Alvarado
Executive Cabinet
Kelli Davis
Jack Kelejian
Board of Trustees
Terry Cox
President
Yesenia Z. Carrillo
Vice President
Jason R. Paul
Clerk
Richard Atkins
Member
Phillip Cervantes
Member
Naindeep Singh Chann
Member
Richard A. Solis
Member


Do
Study
Predict
Act


NEXTevel
EXCELLENCE FOR EVERYONE
BLUEPRINT FOR ACADEMIC SUCCESS 2.0
Communicate
Build Capacity
Provide Feedback
Celebrate Progress
Inclusive classrooms where everyone belongs.
On-grade level instruction with increased time for mathematics (PK-6) and writing (PK-12)
Small group instruction that differentiates learning to meet every student's needs (EL, GATE, SWD)
PLCs that "huddle" frequently around data to improve outcomes for all students (focus EL, SWD, AA)
Change Ideas
Students who have frequent opportunities to meet and make sense of various types of word problems and tasks will have greater success in mathematics.
Students that complete at least five(5) IAB/FIAB in both ELA and MATH before Spring Break will be more prepared for the content and environment of high stakes testing.
Students allowed to retake assessments after engaging in reteach/intervention will have greater success in their learning.
Students that set goals and monitor progress with at least three checkpoints during the year will develop greater self-efficacy and success.
2022-2023

Supporting LEAs with the Dashboard

- Bringing together district teams
  - District Superintendents
  - Assistant Superintendents
  - Assessment and Accountability Specialists
  - State and Federal Program Administrators
  - Child Welfare and Attendance Directors
  - Site Principals and Leadership Teams
  - Family Engagement Network
- Helping districts understand their data
  - Dashboard "estimates" via CALPADS access
  - Dynamic visualizations will be updated (link)
  - Communication and analysis tools

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California DEPARTMENT OF EDUCATION CALPADS California Longitudinal Pupil Achievement Data System

Example of a Resource to Support Districts: From Data to Action (Link)

Fall 2022 California School Dashboard Indicators

Communication, Contributors, Considerations, and Opportunities for Additional Analysis

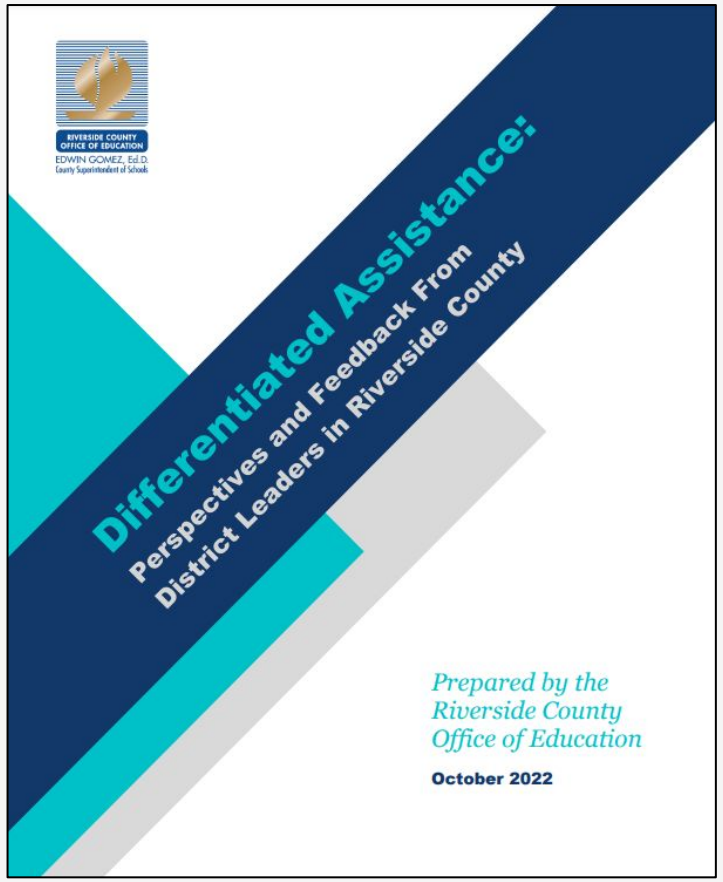
Priority 4: Academic Indicators - English Language Arts (ELA)/Literacy and Mathematics

Messaging	Possible Contributors	Current Considerations	Additional Analysis
New baseline: • Similar to the initial launch of Smarter Balanced assessments in 2015, many students were introduced to the computer-based assessment system for the first time in 2022. • Testing was suspended in 2020 and optional in 2021 therefore we are setting a new "baseline" from which to demonstrate growth in the upcoming years. **One measure:** • The academic indicator is calculated using the Smarter Balanced Assessments and CA Alternate Assessments which represent one academic measure administered in the Spring. • Local measures in 2022-2023 may already demonstrate academic improvements. Dashboard data is based on prior year (Spring 2022) assessments. **Communication Tools:** • RCOE 2022 Dashboard Overview • RCOE CAASPP Communication • CDE Dashboard Toolkit • CDE Dashboard Webinar summary • CDE Academic Indicator flyer • CDE English Learners in the Academic Indicator flyer • CDE Participation Rate flyer • CDE EL students on the Dashboard	**Unfinished Learning:** • Students may have experienced interrupted instruction during the COVID-19 pandemic in 2019-2020 and 2020-2021 school years which may have impacted their ability to master academic grade level content standards. • Distance learning may have posed technological and pedagogical challenges in 2019-2020 and 2020-2021 leading to disruptions in access and engagement. • Independent Study may not have been equally effective for all students. **Access** • Did students have access to rigorous instruction aligned to grade level standards? • Did students have access to learning resources and effective instruction during distance learning and/or independent study? • Did students have access to necessary resources and effective in-person instruction? **Absenteeism** • Given the substantial increase in chronic absenteeism in 2021-2022, did lost instructional time negatively impact academic outcomes?	**Learning Acceleration**: • How do we support educators to accelerate learning instead of remediating? How might educators address unfinished learning through rigorous instruction in grade level standards? (Student Learning: Unfinished not Lost; Accelerated Learning; TNTP) **Redefining Instruction:** • How do we capitalize on the successful practices developed through digital, distance learning to maximize effective pedagogy? • In what ways could distance and blended learning combine with Universal Design for Learning (UDL) to meet the needs of students through multiple means of engagement, representation, and action and expression? (SAMR; UDL; UDL and Blended Learning) **English Learner Student Group:** • In the Academic Indicator, the EL student group is composed of students designated as English Learners along with students redesignated as fluent English proficient (RFEP) within the most recent 4-years. How do we ensure that analysis of the EL student group academic indicator outcomes provides a clear picture of EL needs?	To gain more insight into **academic outcomes**, consider additional opportunities to analyze data: • **Positive outliers** - who had success (schools and student groups)? What can we learn? • Do **achievement gaps** persist for various student groups similar to prior data years? Were there improvements in closing the gap(s) or are gap(s) widening? • Analyze disaggregated academic outcomes for **English Learners** and **Redesignated Fluent English Proficient** students, and further disaggregate by **At-Risk Long-Term ELs** and **LTELs** to determine which EL students may need additional support. • Compare summative outcomes to **local academic assessment** results - Are interim measures in 2021-2022 predictive of 2022 summative outcomes? Are 2022-2023 interim measures indicative of improvement when compared to 2021-2022 interim results? • Compare summative outcomes to **course grades** - Is classroom performance indicative of assessment outcomes? *Resources for Other State Indicators*

**It is recommended that communication with educational partners about Dashboard outcomes should be contextualized by describing district practices and services aligned to each indicator.*

Connecting Across The System

- Local Control and Accountability Plan (LCAP) Development
- School Plan for Student Achievement series
- "LCAP Live! Equity in Action" video series (early 2023)
- Self-reflection to improve support for districts



Link

Pause for Questions

Next Section: Implications for Policymakers

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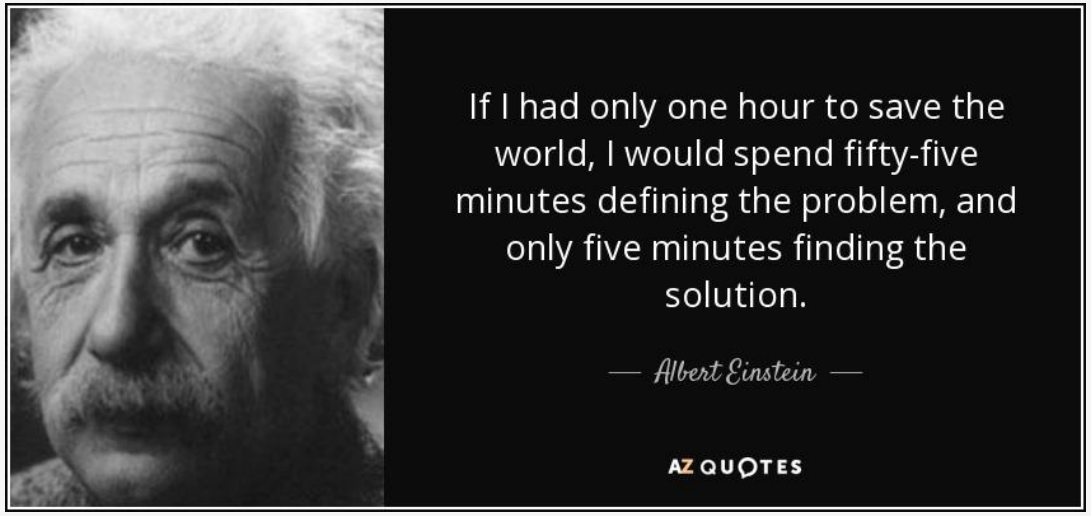
Implications for Policymakers

Practitioners share their perspectives

1. Sustained Improvements Take Time

- Change takes time and happens at the local level
- "Silver bullets" do not exist
- Sustained change is highly relational
- Transitions in LEA teams
- After change is implemented, it's a long-game to sustain



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2. Human Capacity Required

"It is impossible to improve any process until it is standardized. If the process is shifting from here to there, then any improvement will just be one more variation that is occasionally used and mostly ignored. One must standardize, and thus stabilize the process, before continuous improvement can be made."

Masaaki Imai

3. Variance in Implementation

County Offices of Education Vary:

- Local context (rural, suburban, urban)
- Internal capacity (small rural COEs w/few staff wearing multiple hats
  - Geographic Lead Agency capacity building work
- Types of county office operated student programs
- The move from compliance paradigm to continuous improvement, significant culture shift
- Relationships with local LEAs

4. Transformative Programs

The state's adoption of the Whole Child Framework is a huge step forward.

Focus is on systemic transformation - not just "one-time projects", but shifting mindsets and practices - in a **sustainable** way.

To implement these transformative programs in ways that create lasting change for students takes focus and time.

Policy Implications

1. This work takes time
2. Transformative programs take a great deal of human capacity
3. Variance in implementation
4. Sustained investments are necessary for transformation

Pause for Questions

Next Section: Upcoming Briefing on California's Whole Child Programs

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Register Here

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VIRTUAL BRIEFING ON CALIFORNIA'S

WHOLE CHILD PROGRAMS

JANUARY 5
9:00 AM

Over the past several years, the Legislature and Administration have made significant investments into the Whole Child approach to education – a transformative vision of how we can help all students learn. The Whole Child approach to public education has the potential to close equity gaps by addressing the underlying challenges facing California's students.

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