



2022 California Dashboard State Indicators Report

Assessment and Accountability

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LCFF Priority Metrics

PRIORITY	State Indicator	Local Indicator
Priority 1: Basic Services		Basic Conditions at School
Priority 2: Implementation of State Academic Standards		Implementation of State Academic Standards
Priority 3: Parent Engagement		Parent Engagement
Priority 4: Student Achievement	Academic Indicator English Learner Progress Indicator	
Priority 5: Student Engagement	Graduation Rate Indicator Chronic Absenteeism Indicator	
Priority 6: School Climate	Suspension Rate Indicator	Local Climate Survey
Priority 7: Access to a Broad Course of Study		Access to a Broad Course of Study
Priority 8: Outcomes in a Broad Course of Study	College/Career Indicator	
Performance Metrics		Met Not Met Not Met for 2 or more year

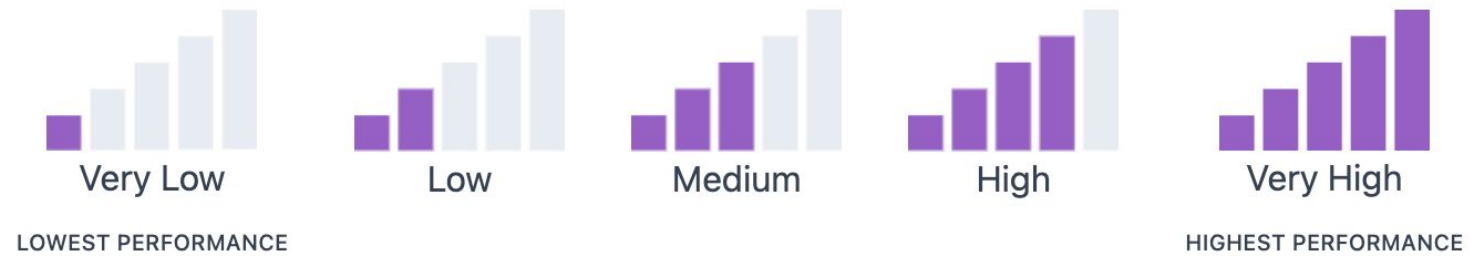


Dashboard Reset Process

2019



2022

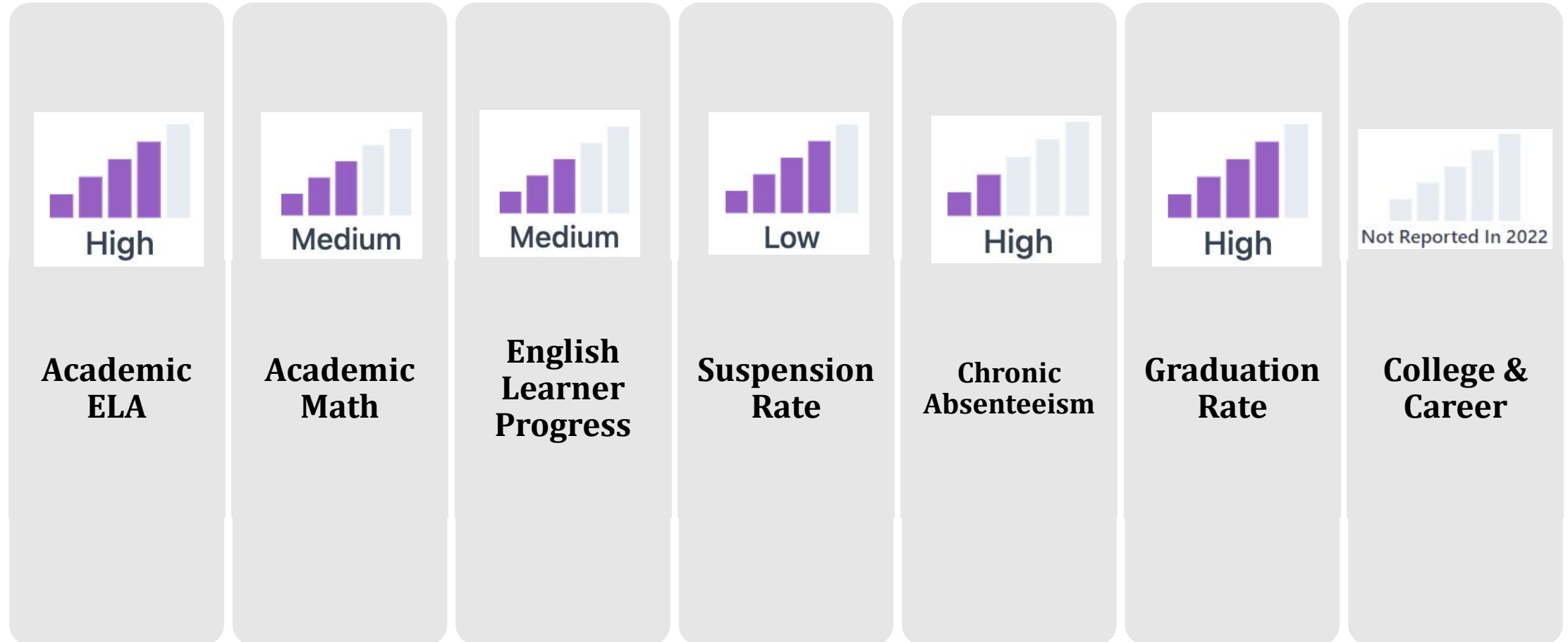


2023



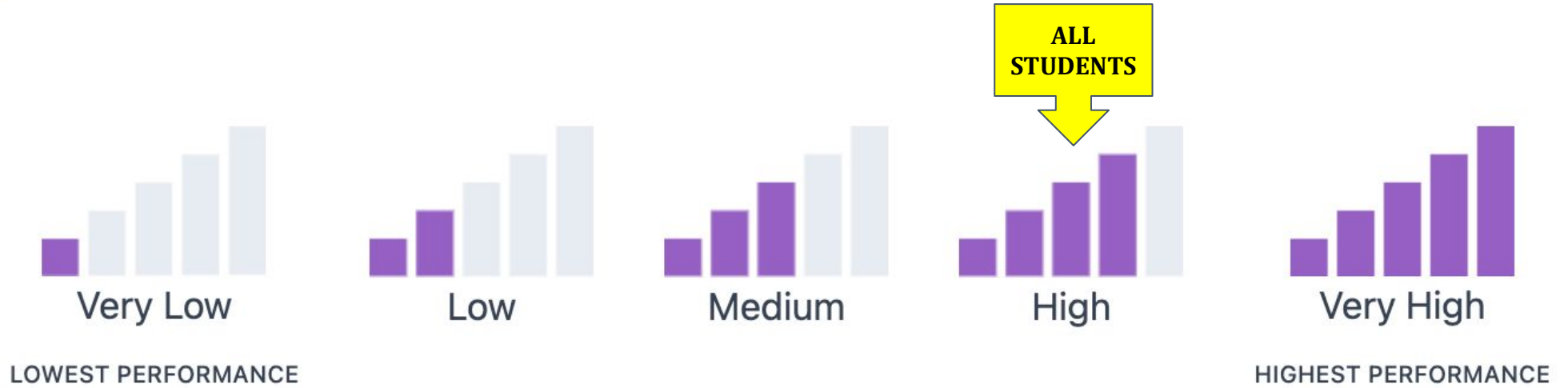


2022 California Dashboard Indicator Summary





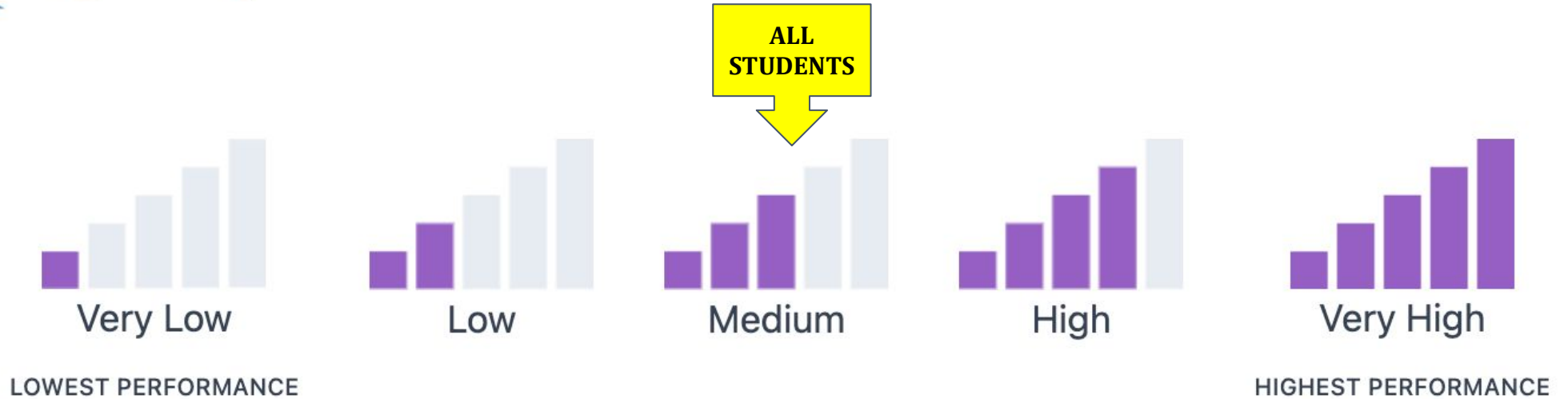
Priority 4 - Academic Indicator: English Language Arts (Gr 3-8 & 11)



Student Groups	Students with Disabilities	African American English Learners Foster Youth Hispanic Homeless Socioeconomically Disadvantaged	White	Asian Filipino Two or More Races
	21 points above standard			



Priority 4 - Academic Indicator: Mathematics (Gr 3-8 & 11)



Student Groups	Students with Disabilities	African American English Learners Foster Youth Hispanic Homeless Socioeconomically Disadvantaged	Filipino Two or More Races White	Asian

7.4 points below standard



Priority 4 - Academic Indicator: English Learner Progress Indicator



53% making
progress towards
English language
proficiency





Priority 5 – Student Engagement: Graduation Rate (Class of 2022)



Student Groups
English Learners Homeless Socioeconomically Disadvantaged Students with Disabilities
Hispanic Two or More Races
Asian Filipino White

94.2% Graduated



Priority 5 – Student Engagement: Chronic Absenteeism (K-8)

ALL STUDENTS



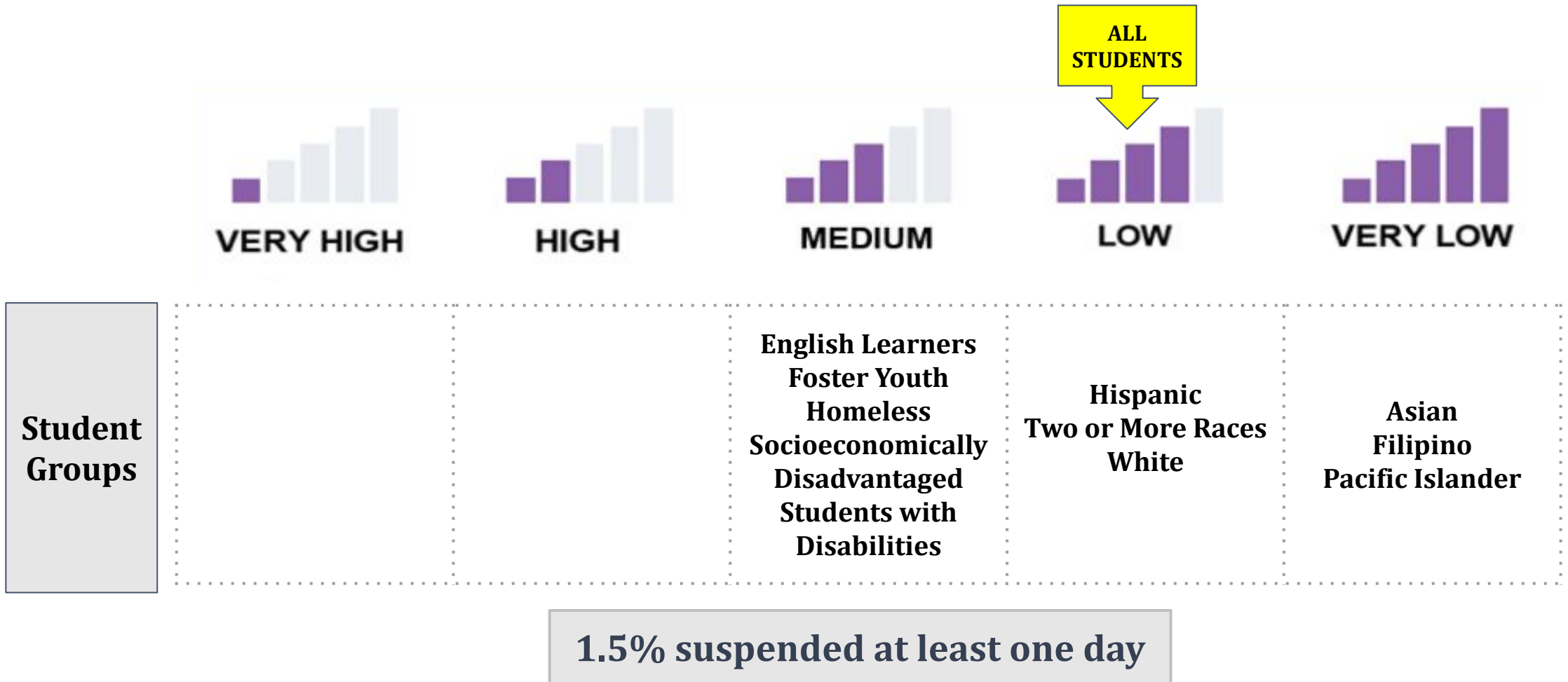
Student Groups

<p>African American Foster Youth Hispanic Homeless Socioeconomically Disadvantaged Students with Disabilities</p>	<p>English Learners Filipino Two or More Races White</p>	<p>Asian</p>		
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17.7% chronically absent



Priority 6 – School Climate: Suspension Rate (K-12)





Differentiated Assistance Criteria

Student Groups	LCFF State Priority Area	Differentiated Assistance Criteria
<p>All Students</p> <p>Asian English Learners Filipino Foster Youth Hispanic Homeless Pacific Islander Socioeconomically Disadvantaged Students with Disabilities Two or More Races White</p>	<p><i>Student Achievement</i> <i>(Priority 4)</i></p>	<p>Very Low Status on both the <i>ELA and Mathematics Academic Performance</i>; or Very Low Status on the <i>English Learner Progress Indicator</i>.</p>
	<p><i>Student Engagement</i> <i>(Priority 5)</i></p>	<p>Very Low Status on the <i>Graduation Rate Indicator</i>; or Very High Status on the <i>Chronic Absenteeism Indicator</i>.</p>
	<p><i>School Climate</i> <i>(Priority 6)</i></p>	<p>Very High Status on the <i>Suspension Rate Indicator</i>.</p>



Differentiated Assistance Criteria

Student Groups	LCFF State Priority Area	Differentiated Assistance Criteria
<p>All Students</p> <p>Asian English Learners Filipino Foster Youth Hispanic Homeless Pacific Islander Socioeconomically Disadvantaged Students with Disabilities Two or More Races White</p>	<p><i>Student Achievement</i> <i>(Priority 4)</i></p>	<p>Very Low Status on both the <i>ELA and Mathematics Academic Performance</i>; or Very Low Status on the <i>English Learner Progress Indicator</i>.</p>
	<p><i>Student Engagement</i> <i>(Priority 5)</i></p>	<p>Very Low Status on the <i>Graduation Rate Indicator</i>; or Very High Status on the <i>Chronic Absenteeism Indicator</i>.</p>
	<p><i>School Climate</i> <i>(Priority 6)</i></p>	<p>Very High Status on the <i>Suspension Rate Indicator</i>.</p>



Thank you