A Clearer Picture of Schools

California School
DASHBOARD

Learn how the California School Dashboard helps school districts:

- Focus on improving schools
- Find disparities among student groups
- Provide a more complete picture of school performance

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A Special Advertising Supplement

A New Report Card for Schools

California School Dashboard online tool gives districts a fuller picture of school achievement and improvement

What is the Dashboard?

The California School Dashboard is revolutionizing school performance information by making it accessible to anyone with a smartphone in an easy-to-read, color-coded report card format.

The online tool (www.CASchoolDashboard.org) shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success.

"One of the things that I've heard from our parents is that the Dashboard is really easy to understand," said Christina Lambie, Executive Director of Teaching and Learning for the Woodland Joint Unified School District. "The color visual makes it really accessible. It also shows all these different ways to think about school achievement: Are kids graduating and are they successful? Are we making progress with English language learners? It gives a much fuller picture of school success."

How was school performance measured in the past?

Compared to past ranking systems, the Dashboard is more holistic because it looks at both academic and non-academic measures to investigate how schools are serving their students.

The Academic Performance Index (API), used from 1999–2013, only appraised schools based on their test scores. The School Accountability Report Card (SARC) was implemented in 1988. The SARC serves as a reporting tool for individual schools by including data on staffing, facilities and curriculum, in addition to test scores. While this document allows parents to compare or evaluate a school based on the report, the state does not include goals, targets, or measures in the SARC.

What's different about the Dashboard?

The California School Dashboard uses much of the same data as the API and the SARC, but uses a colored symbol to indicate a performance level for standardized test scores,

Compared to past ranking systems, the Dashboard is more holistic because it looks at both academic and non-academic measures to investigate how schools are serving their students.

graduation rates, college/career readiness, progress of English learners, suspension and chronic absenteeism rates. The Dashboard also includes a district-generated report on parent engagement, school climate, implementation of state academic standards, and school services and conditions.

"Multiple measures provide a more well-rounded perspective," said Cathy Morrison, the LCAP Coordinator for Sacramento City Unified School District.

Designed to be a tool for achieving educational equity, the Dashboard breaks students into groups to reveal performance disparities in different demographics of students, such as African American students, non-native English speakers, homeless students, foster youth and Hispanic students.

It also displays whether schools are improving or declining in these performance ratings.

"The Dashboard holds schools in more affluent areas more accountable and honors schools in low-income areas that are improving each year." said Amber Lee, the Assistant Superintendent of Education Services at Washington USD. "If we are doing a good job as an educational system, we are always seeing continuous growth."

TRANSPARENCY IMPROVES SCHOOLS

The California School Dashboard creates transparency by placing student performance data in the hands of parents and community members. Through the Dashboard, the public can see specific student group data within schools or across an entire district.

This information makes it easier for the public to see how educational institutions in their community must change to better serve students. It also enables community members to hold teachers and school administrators accountable for the educational experience that they provide for every student.

The Dashboard also makes it easier for school districts to tap into grant and foundation money to implement new initiatives to help their students thrive. Through districtwide Local Control & Accountability Plan (LCAP) meetings, stakeholders can become a voice for the needs of children at their school and impact how education funding is allocated in their community.

Determining public funding should be a collaborative process. The California School Dashboard gives community members the data to be more informed and become active participants in district decisions.

"Instead of punishing them, I like to get to the heart of why they are acting out and let them know that I care about them and want to work with them in class."

PETER BUDGE
Teacher, Will C. Wood Middle School

Making Schools Happier Places

Sacramento City Unified School District

SCUSD implements positive behavior practices to reduce suspension rates

BY COREY RODDA

When data from the California School Dashboard indicated a spike in student suspension rates, it prompted Sacramento City Unified School District to take measures to improve school climate and approaches to disciplinary practices.

"The Dashboard helps identify areas of student needs," said Vincent Harris, Chief of Continuous Improvement and Accountability for the district. "Equally important, it provides an opportunity for district leadership to understand how many students have met with the appropriate support resource through our review of internal data."

Connecting students to support resources that can help them understand how others are affected by their behavior is designed to keep them in school and offer better ways for students to deal with strong emotions.

"This is my 12th year of teaching, and whenever a kid is acting up or having a rough day, there is usually something else going on in their lives," said Peter Budge, who teaches eighth-grade English and language arts and physical science at Will C.

Wood Middle School. "Instead of punishing them, I like to get to the heart of why they are acting out and let them know that I care about them and want to work with them in class."

Practices to improve student behavior and school climate at Will C. Wood give students involved in a conflict a voice and the ability to better understand their negative behavior.

For instance, when a confrontation between two girls basketball teams broke out, Will C. Wood's players were asked to sit in a circle after the game. Each player was asked what she was feeling at the time of the fight and what she would do differently in the future.

The girls also reflected on the significance of the game — that middle school is just one step in their athletic and academic journey. And, instead of feeling antagonistic toward their opponents, they should have respected their skills on the court.

Budge noted that after these types of approaches with students were implemented at the school, suspension rates declined and the school itself became a warmer, happier and more accepting place.

Joe Avalos, an eighth-grader at Wood who is a victim of bullying, said these types of approaches to managing student behavior have helped him cope better.

"In the circles, you feel surrounded by people who know and trust you," Joe said. "You feel safe and you have friends who you really care about, and you can get your feelings off of your chest."

In addition to school climate improvement practices, Will C. Wood also offers social-emotional learning and uses positive behavior intervention and support, rewarding students with raffle tickets.

The school also offers peer mediation services.

"We help students find resolutions to their problem," said Aury Perez, an eighth-grade peer mediator at Wood. "Sometimes when teachers help students solve a problem it can feel awkward, but when kids help other kids, the solution can feel more natural."

WHY TRACK IMPROVEMENT?

Unlike past school rating systems, the Dashboard highlights whether schools are improving, stable or backtracking in areas such as absenteeism, suspension rates, standardized test scores and English learner progress.

Schools are measured on:

Status — How a school is performing on the specific indicator

Change — How a school's current rankings compare to its past rankings

This status and change report applies a growth mindset to defining what success means in education. It also gives lower performing schools a much-deserved pat on the back if their rankings are getting better, while pushing high-performing schools to

continue to improve their rankings.

"The Dashboard lends more weight to the *progress* of a school," said Cathy Morrison, the LCAP Coordinator for Sacramento City Unified School District.

How to Read Your School's D(

Your child receives grades for their performance at school. And now, so does their school. The California School Dashboard is like a report card for your child's school in areas such as suspension rates, graduation rates and performance of different student groups.

Let's take a look at what you'll see when you visit the Dashboard website.

PERFORMANCE LEVELS

Blue: Meeting or exceeding standards (very high)

Green: Meeting or exceeding standards (high)

Yellow: Median achievement (medium)

Orange: Area in need of improvement (low)

Red: Area in need of improvement (very low)

Performance levels are the "grades" given to schools on their state indicators (at right). The performance level is shown by color, as well as the number of shaded segments in the circle (blue will always have all five segments filled, red will always have one segment filled). School performance levels reflect schools' current ratings (status) as well as their improvement over time (change).

NOTE: Performance levels will be based on data updated each fall and will not reflect current school year performance.

Highest Performance / Lowest Performance

6 STATE INDICATORS:

The "subjects" that schools, school districts, County Offices of Education and charter schools throughout the state are graded on, using the color-coded performance levels. These indicators show performance in areas that are important to student success.

- **Chronic absenteeism:** Defined by the California Education Code as a pupil who is absent 10 percent or more school days in the school year.

- **Suspension rates (K-12):** The unduplicated number of students suspended in an academic year.

- **English learner (EL) progress (K-12):** Percent of EL students who are progressing toward English language proficiency on the California English Language Development Test (CELDT).

- **Graduation rates (9-12):** The number of high school students who earn a regular diploma within four years of entering grade nine.

- **College/career:** Percentage of graduating students who are "prepared," "approaching prepared" or "not prepared" for postsecondary education, as measured by the Smarter Balanced Summative Assessment data, AP and IB exam results, and completion of A-G and CTE coursework.

- **Academic performance (Grades 3-8):** Based on the California Assessment of Student Performance and Progress (CAASPP) results in English language arts (ELA) and math.

4 LOCAL INDICATORS

Local indicators are reported differently than state indicators, using a self-assessed and self-reported rating of "met," "not met" or "not met for two years."

- **Basic conditions:** Factors such as appropriately-credentialed teachers; safe, clean and functional school facilities; and student access to curriculum-aligned instructional materials.

- **Implementation of California state academic standards:** Implementing standards for all subject areas (English, math, etc.).

- **School climate surveys:** Surveys conducted at least every other year that provide a valid measure of students' perceptions of school safety and connection to the school.

- **Parental involvement and engagement:** The promotion of parent participation in programs, and school and district decision-making.

NOTE: Individual school ratings and student group information is not available for local indicators.

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BY ANNE STOKES

Equity Report

Pluto Unified - Milky Way County

List of all schools in this district

Enrollment: 10,245   Socioeconomically Disadvantaged: 34.4%   Dashboard Release:

English Learners: 9.9%   Foster Youth: 1.5%   Grade Span: K-Adult   Fall 2017

Charter School: No

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups on Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	●	11	9
English Learner Progress	●	1	0
Graduation Rate (9-12)	●	10	4
College/Career (9-12) (data not yet available)	N/A	N/A	N/A
English Language Arts (3-8)	●	10	0
Mathematics (3-8)	●	10	0

Select any of the underlined local indicators to view the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

● Red (Lowest Performance) ● Orange ● Yellow ● Green ● Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level for this is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

VIEW ALL SCHOOLS IN THIS DISTRICT

Compare multiple schools within a district.

REPORTS

Parents have four ways to view school data and performance by clicking on these four tabs:

- **Equity Report:** Shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange).

- **Status and Change Report:** Shows current performance for all students (status) and how it compares to past performance (change).

- **Detailed Report:** Information about the indicators is displayed in graphs, with three years of trend data (when available).

- **Student Group Report:** Shows performance levels on each state indicator for every student group that contains 30 or more students. Student groups are:

  » English learners
  » Foster youth
  » Homeless
  » Socioeconomically disadvantaged
  » Students with disabilities
  » African American

  » American Indian
  » Asian
  » Filipino
  » Hispanic
  » Pacific Islander
  » Two or more races
  » White
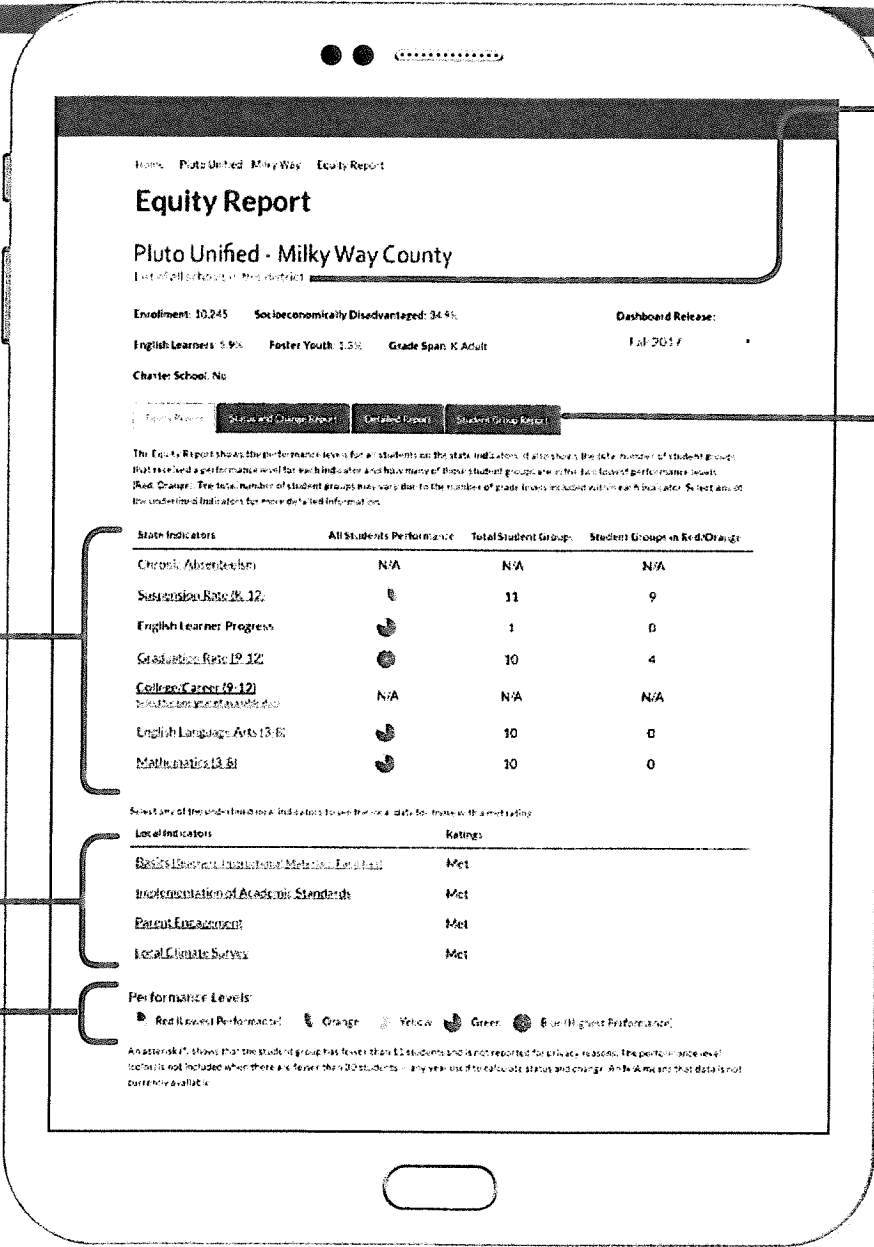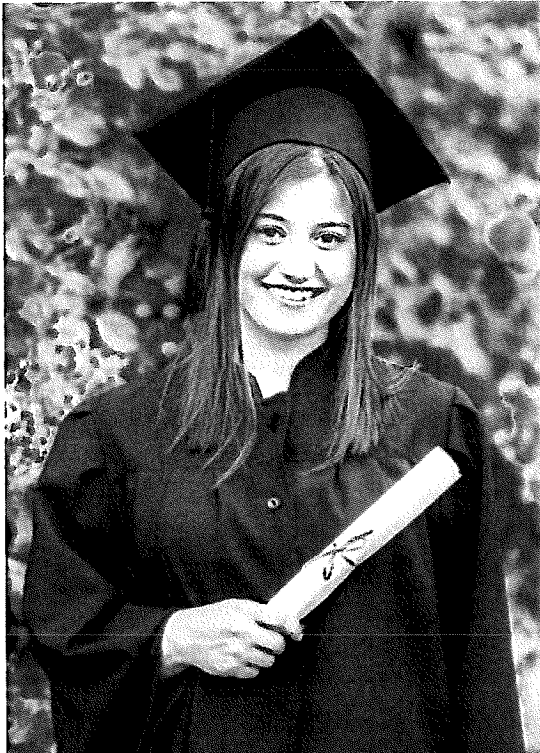
Ready to see the performance of your child's school?

Visit www.CASchoolDashboard.org

On Track for Success

When family demands caused her to miss school, WUSD interventions kept her on the path to graduation

BY COREY RODDA

In 2015, when Catherine Nakano was a high school senior at River City High School, she did not know if she would graduate.

Her father had just left and her mother was working around the clock to keep the family's landscaping business afloat.

"I had to support my mother," Nakano said. "She sacrificed not being at home for us sometimes to be at work, and I sacrificed going to school."

With her mother focused on financially supporting the family, Nakano wanted to help the family any way that she could. She cared for her uncle who was suffering from dementia and made sure that her three younger brothers got to school in the morning, ate dinner and finished their homework.

Nakano struggled to balance school with her family's needs. When she missed so many days of school that she was in danger of not graduating, her guidance counselor gave her a unique option for a student on academic probation — independent study.

The alternative learning plan required her to meet with her teachers for a few hours each week and to complete a large packet of coursework every week. It provided Nakano with the flexibility to be at home with her uncle and a path forward.

> "They never gave up on me, and I really appreciate it because I feel like there was a part of me that gave up on me."*
>
> **CATHERINE NAKANO***
> Graduate of River City High School

When data from the California School Dashboard revealed that Washington Unified School District (WUSD) needed to improve its graduation rates, administrators worked to increase the interventions offered to students like Nakano who are in danger of not graduating.

"To close the achievement gap, we want to be proactive," said Linda Luna, Superintendent of WUSD. "Every ninth grader takes a Foundations for Success course ... We offer blended learning where students can take courses online for credit recovery, and we have a pretty strong multi-tiered support system composed of social workers and outreach specialists."

Thanks to these interventions Nakano was able to graduate and is currently pursuing a major in paralegal studies at Sacramento City College.

"Graduating high school is one of the most important things that you can do," she said. "With a high school diploma, you can have better outcomes and more options. There are no words for what River City has done for me. They never gave up on me, and I really appreciate it because I feel like there was a part of me that gave up on me."

*Photo has been changed

SEEING DISPARITIES

The California School Dashboard is a tool that will help schools and districts achieve educational equity. Fittingly, the homepage of the Dashboard contains the Equity Report. From the Equity Report, users can click on indicators such as chronic absenteeism and suspension rates to see how these ratings apply to different groups of students.

These groups include foster youth, socioeconomically disadvantaged students, English learners as well as Asian, African American, American Indian and Hispanic students. There must be at least 30 students in a particular group for data on that group to be collected.

This information allows the public to see where resources should be aligned to meet the needs of frequently underserved students. It also exposes how racism, classism and bias play out at schools.

"The Dashboard data enable us to have conversations about cultural sensitivity and biases to start to combat this problem," said Amber Lee, Assistant Superintendent of Education Services for Washington Unified School District.

Keeping Tabs on Progress

The Dashboard has helped WJUSD and parents keep track of how schools are serving English Learners

BY COREY RODDA

When Woodland Joint Unified School District (WJUSD) saw orange on its data from the California School Dashboard, it got their attention. The Dashboard website revealed a gap in the district's English learner (EL) achievement, and it gave them the ability to develop programs to provide more support to those students.

"Now, on the Dashboard the EL learners are a targeted group and our parents can see that color," said Maria Orozco, the English Learner Program Coordinator for the district. "The Dashboard builds more transparency and allows parents to monitor how we are doing. It creates more accountability."

Information available on the Dashboard can be used to better inform districts — as well as community members — and help create better Local Control and Accountability Plans (LCAP), in which local districts, schools and the public determine how state money can be best used to serve their students.

Through its LCAP, WJUSD created an after-school English Language Academy and hired specialists to oversee EL programs at every school in the district. At three schools, the district also offers dual-language immersion programs that provide instruction in both English and Spanish, giving students the opportunity to learn language and content at the same time. The immersion program minimizes achievement gaps between native and non-native English speakers as it's easier for students to progress in science, math and English when class is taught in their first language.

Before the LCAP system was enacted, programs such as English Learners and Gifted and Talented received the same funding, regardless of size or student demographics. Now, through the LCAP process, schools have the flexibility to cater to their unique student population. For example, at Woodland Prairie Elementary School — where up to 67 percent of the school's population are EL students — the school's LCAP committee has been able to devote more funding to its EL programs.

"The Dashboard builds more transparency and allows parents to monitor how we are doing. It creates more accountability."

MARIA OROZCO
Woodland Joint Unified School District English Learner Program Coordinator

"The LCAP meetings allow us to be more transparent with our funding and provide us with the funding to shape the kinds of programs that we offer based on what our parents believe their kids need," said Scott Clary, Principal at Woodland Prairie Elementary. "Creating a dialogue with parents allows them to advocate for their children's education."

Parent Michelle Johnson (center) is a member of the Woodland Joint Unified School District's LCAP Collaborative, which helps determine funding priorities for students.
PHOTO BY ANNE STOKES

GIVING PARENTS A VOICE

As a member of the Woodland Joint Unified School District's Local Accountability Control Plan (LCAP) Collaborative, Michelle Johnson provides a voice for the needs of students. As a parent of children in WJUSD schools, she works with other parents, teachers and school administrators to determine funding priorities and monitor the progress of school district funding initiatives. Having Dashboard data makes those decisions easier.

"My commitment to be involved ensures that not only the needs of my children are met, but all of the children who are served by the school district are met," said Johnson. "It is important to be a voice."

Johnson spearheaded the creation of a school garden at Whitehead Elementary School. The 24-bed garden provides students with the opportunity to learn about gardening and get their hands dirty. Produce grown in the garden is served at Whitehead's salad bar.

"We just talked to the kids about the importance of weeding," said Johnson. "It's a great opportunity to have fun and learn organically."

Take a Look at Your School
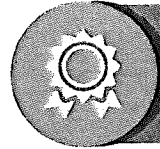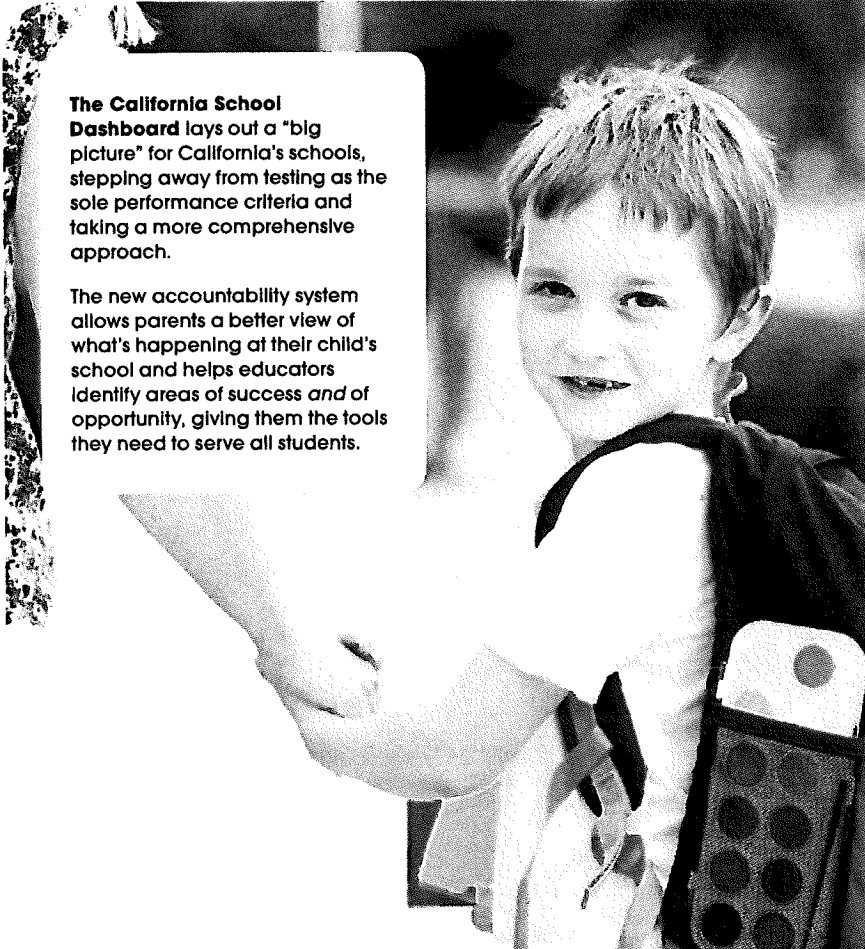
The California School Dashboard lays out a "big picture" for California's schools, stepping away from testing as the sole performance criteria and taking a more comprehensive approach.

The new accountability system allows parents a better view of what's happening at their child's school and helps educators identify areas of success *and* of opportunity, giving them the tools they need to serve all students.

Sacramento City Unified School District

Sacramento City Unified School District

- Because of Dashboard data, SCUSD is working to improve its graduation rate. The district has convened a **graduation task force** composed of community advocates, students, parents and teachers to increase the number of its students who graduate.

- SCUSD is using an **internal data tracking system** to ensure students are on track to graduate. The system helped identify 200 students whose schedules needed to be changed so they would meet state requirements for graduation.

Get Involved! SCUSD's LCAP meetings are open to the public. Visit www.scusd.edu/lcap-advisory-committee for information.

Woodland Joint Unified School District

- The Dashboard data revealed that WJUSD needs to improve its English and language arts and math **standardized test scores**. As a result, the school district is investing money into math and English textbooks and curriculums.

- To boost graduation rates, WJUSD has introduced a **foundation for success course** to its 9th graders and online courses to keep students with high absentee rates on track.

Get Involved! Join WJUSD's LCAP Collaborative Committee or get added to the e-mail distribution list by contacting yolanda.rodriguez@wjusd.org.

Washington Unified School District

WASHINGTON UNIFIED SCHOOL DISTRICT

- Dashboard data has exposed performance inequities for English Learner students and students with disabilities. As a result, WUSD is creating more **support and intervention services** targeting those student groups.

- WUSD is working to lower its suspension rates by introducing **restorative justice solutions,** as well as positive behavior therapy, to create welcoming classroom environments and strengthen relationships between students and teachers.

Get Involved! Join WUSD's LCAP Committee by calling Educational Services at (916) 375-7604 ext. 1302. Open to all stakeholders in the community!

How's your school doing? Visit www.CAschoolDashboard.org today and see for yourself!

California School DASHBOARD