

California School Dashboard

A look at our local accountability data

Six state measures allow for comparisons across schools and districts based on information collected statewide.

- Academic Performance
- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- College/Career Readiness
- High School Graduation Rate

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

The Dashboard gives parents a fuller picture of student performance by displaying statewide data

Performance is based on two factors:

Current data on the measure

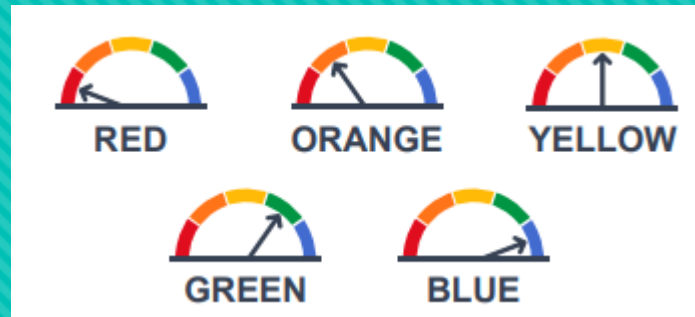
and

Improvement or lack of improvement from prior year results

The performance level, or color, is determined by the point at which these two levels intersect.

How does the Dashboard display performance?

Schools and districts receive one of five color-coded performance levels on each of the six state measures.



These colors represent how well the district and schools are meeting the needs of Marysville's diverse student population.

"The performance level (color) is based on current and prior year data."

Academic Performance:

The Academic measure shows how well students are meeting grade-level standards in English-language arts/literacy and mathematics. It is based on student performance on the Smarter Balanced Summative Assessments, which are taken each spring by students in grades 3–8 and grade 11.

Chronic Absenteeism:

The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the total instructional school days.

Suspension Rate:

The Suspension Rate measure shows the percent of students who were suspended at least once during the school year.

English Learner Progress:

Each spring, English learners take the English Language Proficiency Assessments for California, or ELPAC, which measures how well they know and understand English.

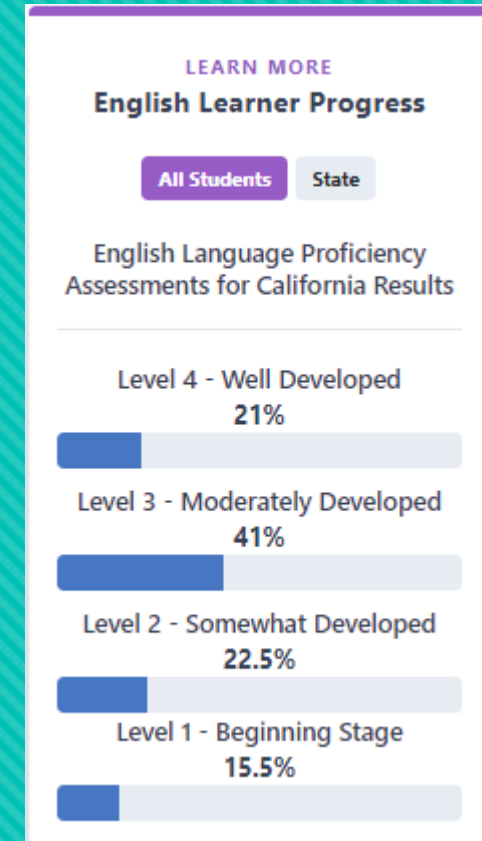
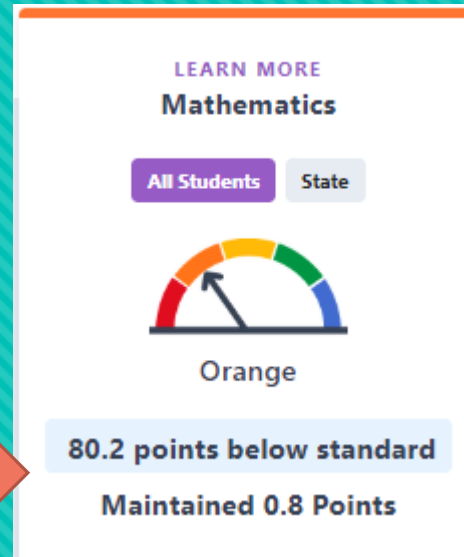
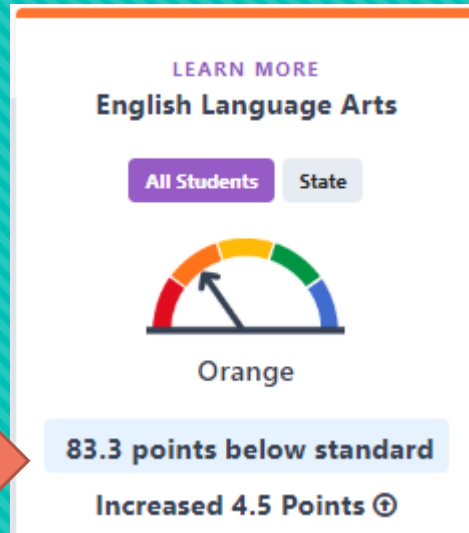
College/Career Readiness:

The College/Career measure shows how many students graduate from high school better prepared for college or a career. It uses many different measures of college and career preparedness including, looking at courses students completed in high school or the exams passed.

Graduation Rate:

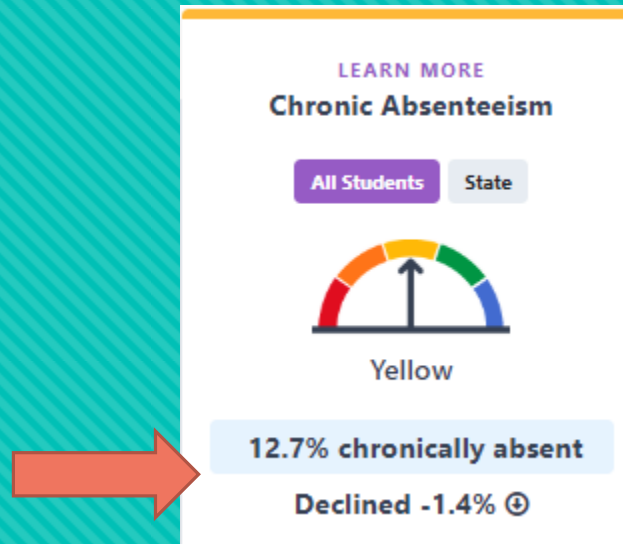
The graduation rate measure shows how many students graduate from high school in four years.

Cedar Lane Academic Performance

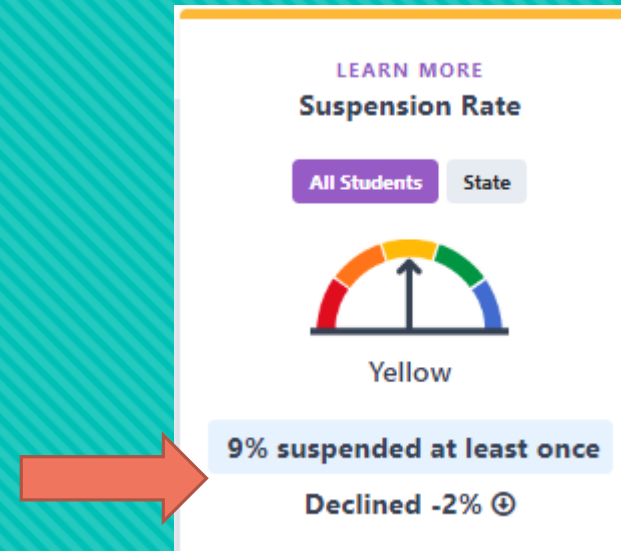


A look at our schools

Chronic Absenteeism



Suspension Rate



Remember, a declined indicator is the desired goal.

Subgroups with a red gauge AND declining data

Academic Indicators:

Students with Disabilities declined in English Language Arts.

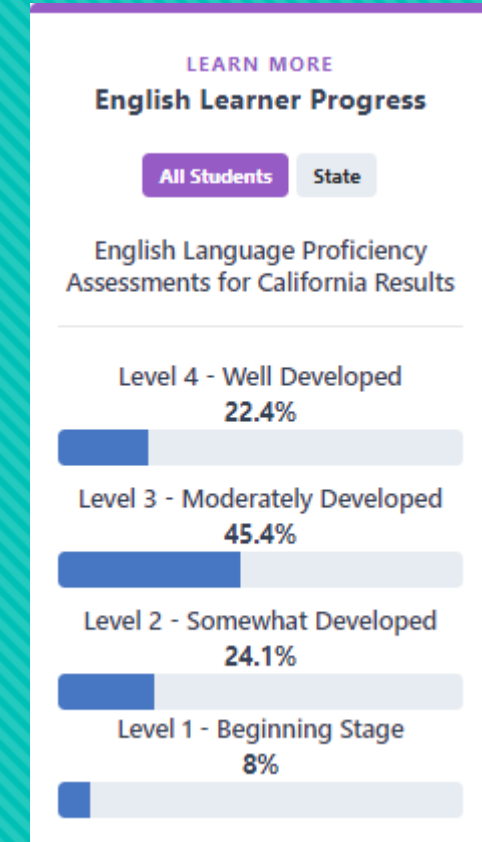
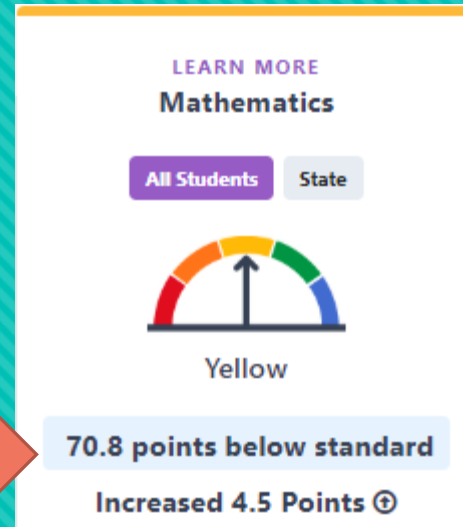
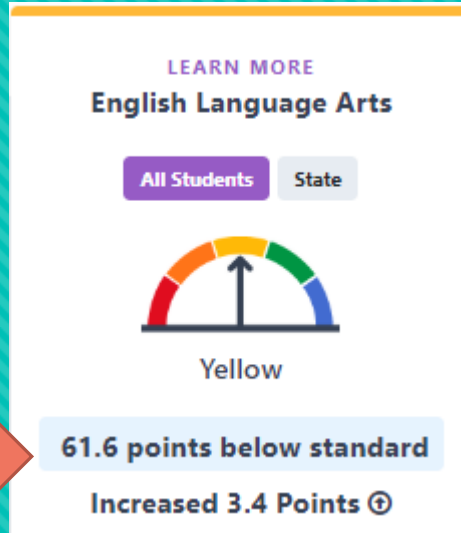
Chronic Absenteeism:

White subgroup

Suspension Rate:

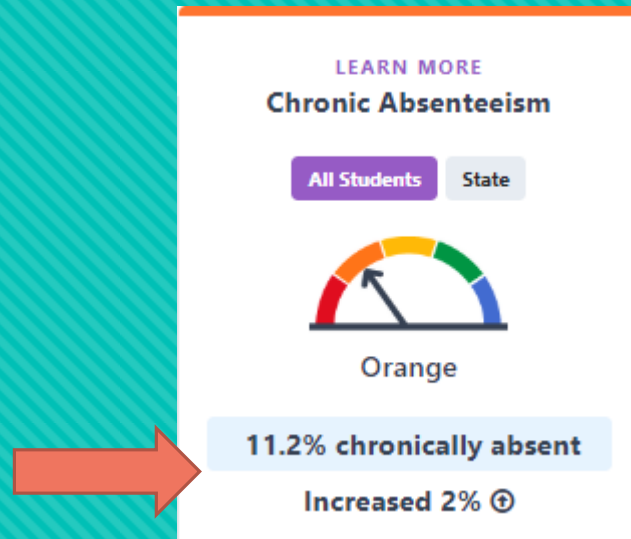
Students with Disabilities
Hispanic subgroup

Olivehurst Academic Performance

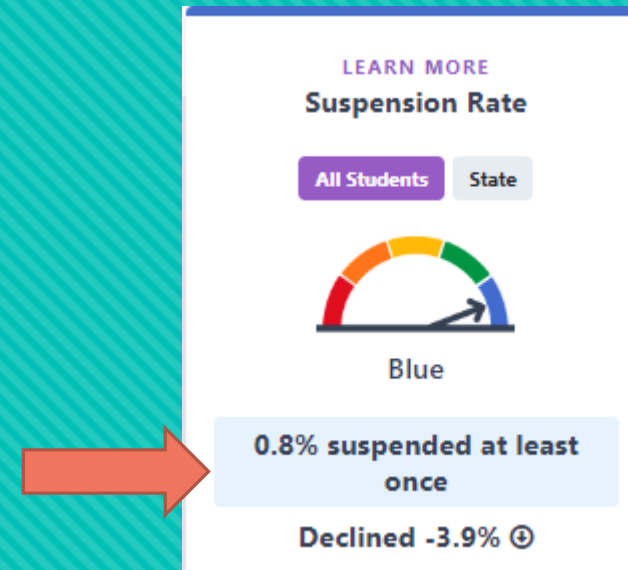


A look at our schools

Chronic Absenteeism



Suspension Rate



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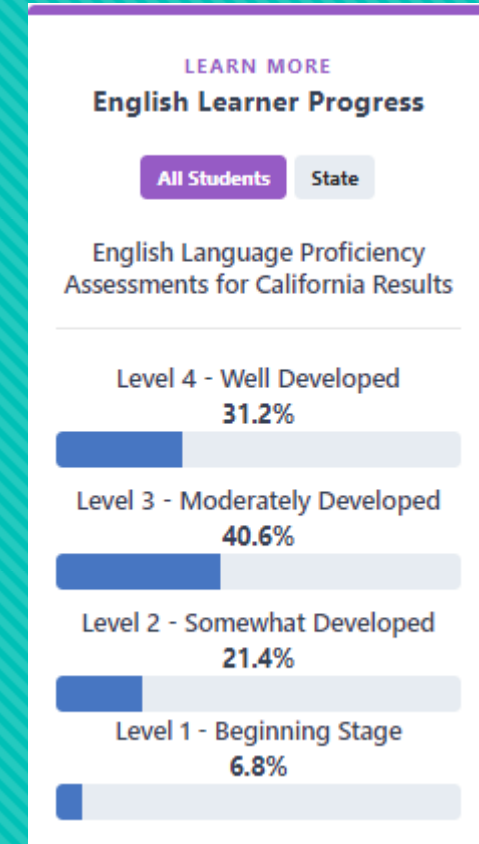
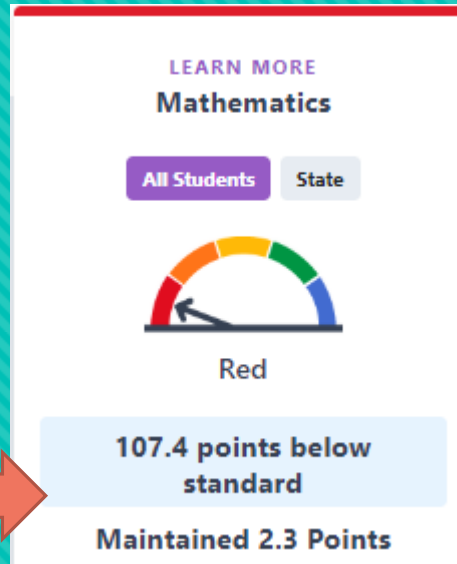
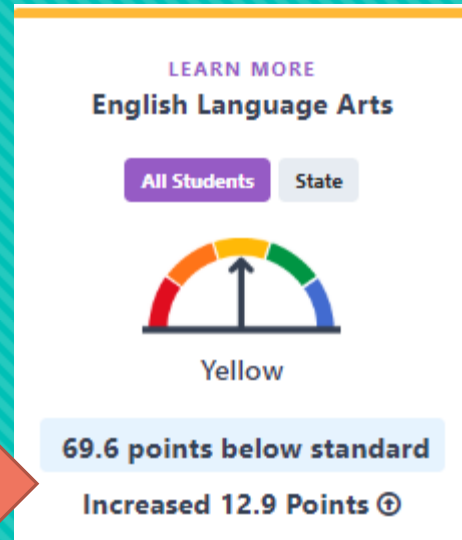
Subgroups with a red gauge AND declining data:

Academic Indicators:

Students with Disabilities declined in English Language Arts and Mathematics.

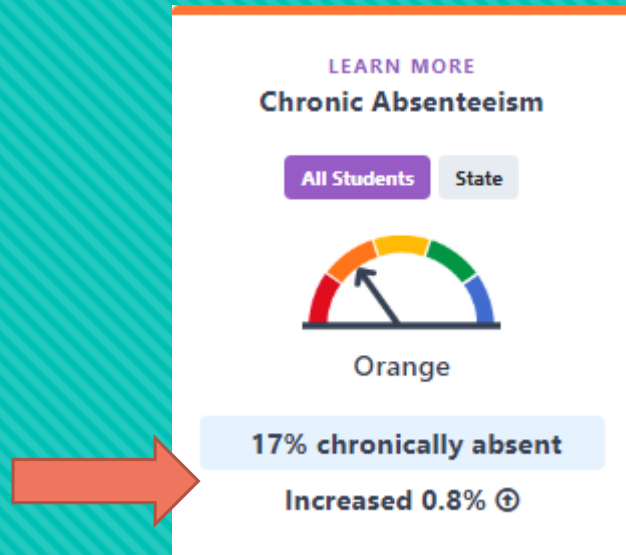
Yuba Gardens

Academic Performance

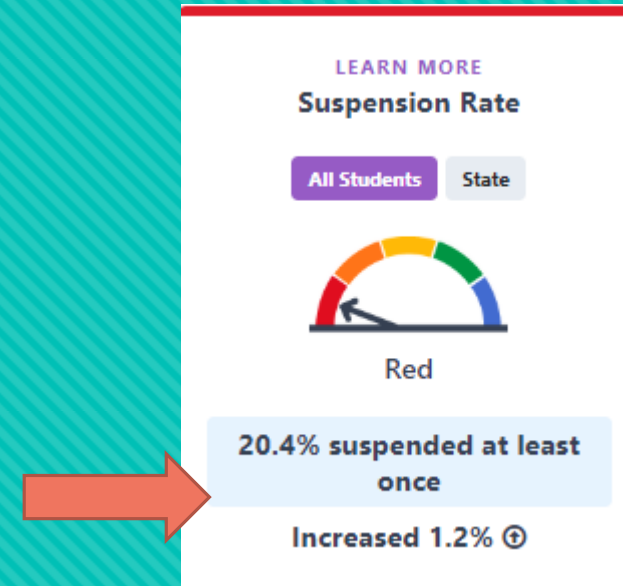


A look at our schools

Chronic Absenteeism



Suspension Rate



Remember, a declined indicator is the desired goal.

Subgroups with a red gauge AND declining data:

Academic Indicator:

Asian subgroup declined in Mathematics.

Chronic Absenteeism:

Students with Disabilities

Suspension Rate:

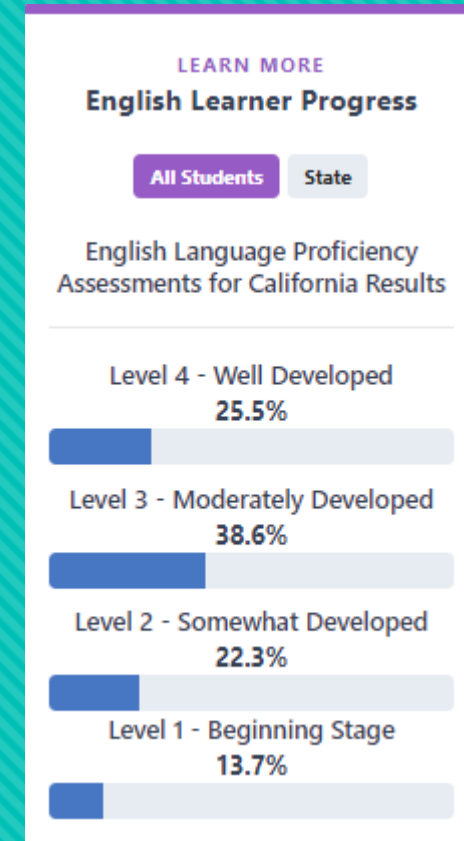
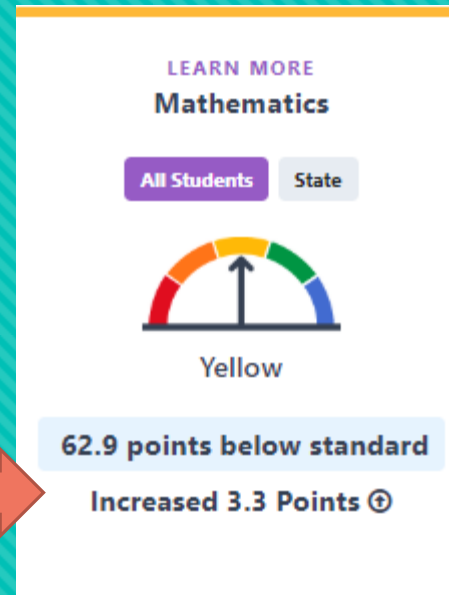
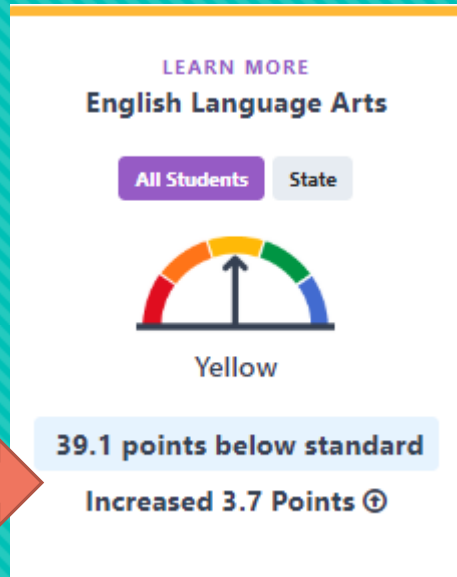
English Learners

Socioeconomically Disadvantaged

Students with Disabilities

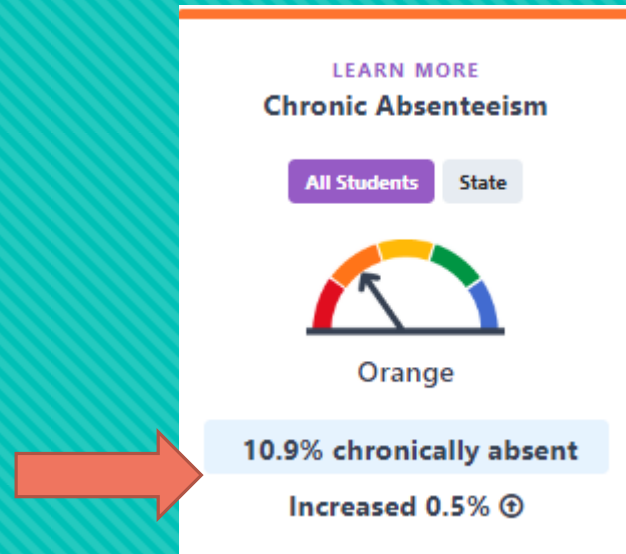
White subgroup

Marysville Joint Unified School District Academic Performance

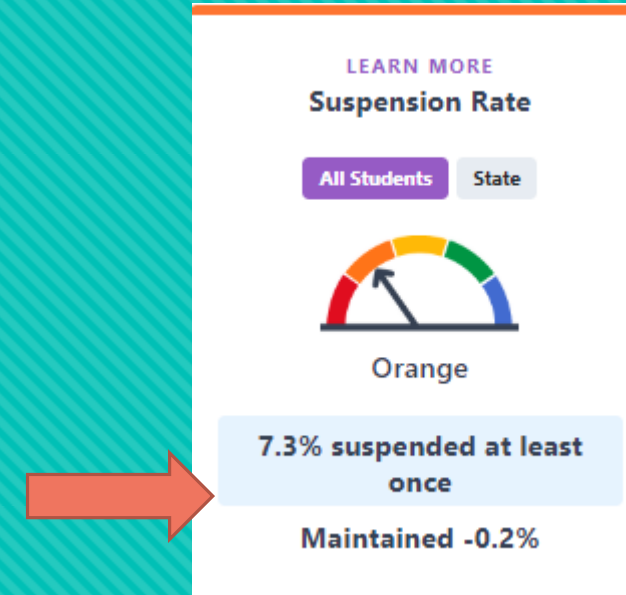


A look at our district

Chronic Absenteeism



Suspension Rate



Remember, a declined indicator is the desired goal.

New Business Rules for Graduation Indicator

“The California Department of Education (CDE) is making several business rule and methodological changes to the calculation of California’s Four-Year Adjusted Cohort Graduation Rate (ACGR).”




















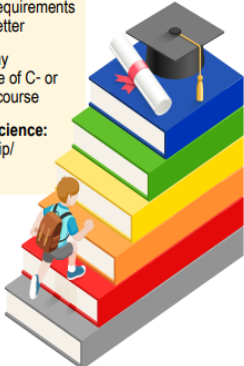
“The CDE estimates that the following two changes will result in a two to three percent decrease in the statewide graduation rate: (1) no longer allowing students transferring to adult education or community college to be removed from the cohort; and (2) no longer counting students exiting with an adult education high school diploma as regular high school graduates. The impact on county, district, and school graduation rates will vary depending on how often students were exited as transferring to an adult education program during the cohort period, or how many students completed with an adult education high school diploma.”

<https://www.cde.ca.gov/ds/sp/cl/gradcohortguidance18att1.asp>

New Business Rules from California Department of Education

College/Career Readiness

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

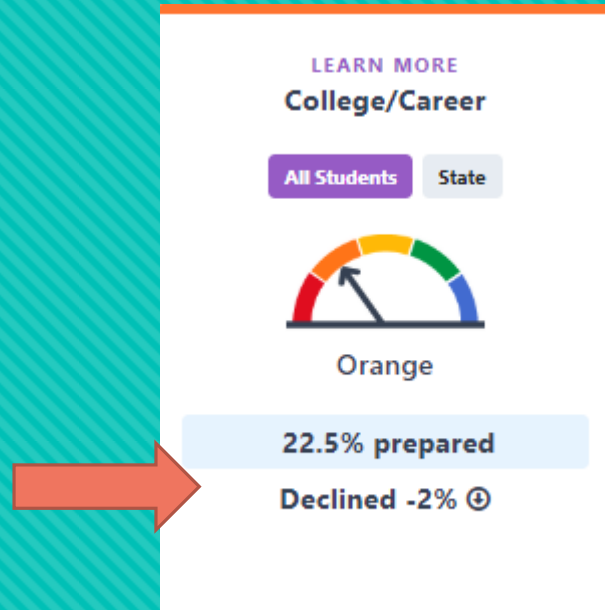
PREPARED	APPROACHING PREPARED	NOT PREPARED
<p> Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics</p> <p> Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams</p> <p> International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams</p> <p> College Credit Courses: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> State Seal of Biliteracy (SSB): SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments</p> <p> Leadership/Military Science: Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area</p> <p> University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</p> <p> Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</p> <div> <p>Additional Criteria</p> <p> Smarter Balanced Summative Assessment Scores:</p> <ul style="list-style-type: none"> Level 3 or higher on ELA and at least a Level 2 in mathematics, or Level 3 or higher on mathematics and at least a Level 2 in ELA <p> One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects</p> <p> Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)</p> <p> Completion of CTE Pathway (for a-g requirement only)</p> </div>	<p> Smarter Balanced Summative Assessments: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics</p> <p> College Credit Courses: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> UC and CSU a-g requirements: Complete a-g course requirements with a grade of C- or better</p> <p> CTE Pathway: Pathway completion with a grade of C- or better in the capstone course</p> <p> Leadership/Military Science: Two years of Leadership/Military Science</p> <div> <p>Criteria Key</p> <p> Assessment</p> <p> Coursework</p> </div>	<p>Did not meet any of the measures or did not graduate.</p> 

For more information, please visit the California Accountability Model & School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/index.asp>.

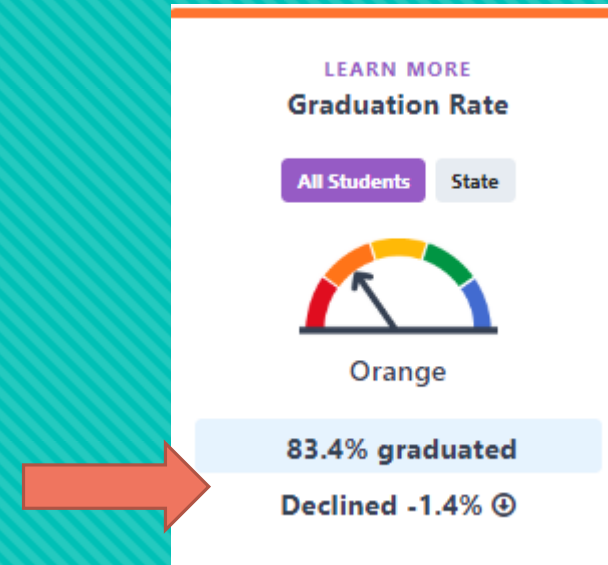
October 2018

College or Career Indicator

College or Career



Graduation Rate



Subgroups with a red gauge AND declining data:

English Language Arts:

Foster Youth

Mathematics

African American

Chronic Absenteeism:

African American

Homeless

Suspension rate:

African American

College or Career:

White Subgroup




















Graduation Rate:

Students with Disabilities

Questions?

College/Career Readiness

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Additional Criteria  Smarter Balanced Summative Assessment Scores: <ul style="list-style-type: none"> • Level 3 or higher on ELA and at least a Level 2 in mathematics, or • Level 3 or higher on mathematics and at least a Level 2 in ELA  One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects  Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)  Completion of CTE Pathway (for a-g requirement only)	Criteria Key  Assessment  Coursework	