Cardiff Schools 2025 Dashboard Report

Understanding the Dashboard

The **California School Dashboard** is the state's accountability and continuous improvement system for public schools.

Complete Picture: The main purpose is to give parents, educators, and the public a more complete, understandable picture of how schools and districts are meeting the needs of all students.

Beyond Test Scores: It moves away from relying on a single test score to measure school success, using **multiple measures** instead.

Equity Focus: It highlights performance and opportunity gaps among various student groups (e.g., race/ethnicity, low-income, English Learners) to help target resources and support.

Understanding the Dashboard

The Dashboard reports on a set of state and local indicators of school success.

State Indicators (Uniform across the state):

- **Academic Performance:** English Language Arts/Literacy and Mathematics (based on state assessments).
- **Chronic Absenteeism** (students absent 10% or more of instructional days).
- **Suspension Rate.**
- **Graduation Rate.**
- **English Learner Progress.**
- **College/Career Indicator (CCI):** Measures preparedness for college or a career.

Performance Levels: Performance on state indicators is reported using a **five-by-five color-coded system** that considers both the school's **Status** (current performance) and **Change** (improvement or decline from the prior year).

- Colors range from **Blue (Highest Performance)** to **Red (Lowest Performance)**.

Understanding the Dashboard

Who Uses It: Parents, educators, community members, school district and county office of education staff, and the State of California all use the data.

Local Control: The Dashboard is tied to California's **Local Control Funding Formula (LCFF)**. It helps districts align resources and guide their **Local Control and Accountability Plans (LCAPs)**.

System of Support: The performance data helps identify schools and districts that need additional state assistance (Differentiated Assistance) to improve student outcomes.

Understanding the Dashboard

For 2025 differentiated assistance determinations, districts and COEs will become eligible based on:

- Student group performance in two or more Local Control Funding formula (LCFF) state priority areas, or
- Performance on local indicators in two or more priority areas, or
- A combination of student group performance in one state priority area and local indicator performance in one different priority area; or
- Failing to submit CALPADS data on time per *Education Code* (*EC*) Section 52071 (a)(2) (only applicable to districts and COEs).

Understanding the Dashboard

The student growth reported in the **Dashboard reflects how students progress over time**.

The Dashboard formula compares our progress to the average growth of students across California.

The Dashboard is useful for identifying patterns and trends in student data.

> Which groups are making meaningful progress?
>
> Which groups are not yet seeing the impact of our efforts?

CARDIFF ELEMENTARY

Student Population

Explore information about this district's student population.

LEARN MORE

Enrollment

641

View More Information →

LEARN MORE

Socioeconomically Disadvantaged

11.4%

LEARN MORE

English Learners

4.8%

LEARN MORE

Foster Youth

0.5%

DISTRICT PERFORMANCE OVERVIEW

Cardiff Elementary

Explore the performance of Cardiff Elementary under California's Accountability System.

Generate PDF Report

View All Schools

View Additional Reports

2025

Chronic Absenteeism

Green

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

A Closer Look at ELA Performance Levels

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

Students with Disabilities

Green

Hispanic

Blue

Two or More Races

Socioeconomically Disadvantaged

White

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Long-Term English Learners

A Closer Look at Math Performance Levels

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

Students with Disabilities

Blue

Two or More Races

White

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Long-Term English Learners

Bright Spots

Strong Academic Growth: English Language Arts up 6.5 points, and Mathematics improved by 4.8 points– both maintaining "Blue" performance levels. **Science**: Science earned a "Green" performance color in 2025, the Dashboard did not assign a performance color in 2024 so our score this year is informational only

Suspensions Down: The suspension rate dropped to 0% in 2025,

All **Local Indicators** were met.

English Learner progress improved significantly, with 56.5% making progress up 6.5% from the previous year.

Students with Disabilities increased by 25.5 in math (now in green) and by 21.3 points in ELA (now in yellow)

Two or More Races increased by 20.6 points in math and 6.7 point in ELA (both in blue).

Hispanic subgroup increased by 8.9 points in ELA (green)

Areas for Growth

While **Chronic Absenteeism** decreased to 6.6% (down from 8.2%), showing better student engagement and commitment districtwide, four subgroups are in yellow or orange which could potentially put us in Differentiated Assistance if not improved.

Socioeconomically Disadvantaged subgroup in ORANGE 16.1% chronically absent

English Learners subgroup in YELLOW 11.8% chronically absent

Hispanic subgroup in YELLOW 11.7% chronically absent

Students with Disabilities subgroup in YELLOW 9.5% chronically absent

Hispanic subgroup declined by 3.6 points in math

Socioeconomic Disadvantage subgroup declined by 11.7 points in math

White subgroup declined by 3.8 points in science

Hispanic subgroups declined by 3.1 points in science

Closing Thoughts

It is important that we remain attentive to all our performance data.

We recognize the need for improved communication with our families around attendance. We will continue attendance letters and will increase the number of attendance incentive plans.

We will continue the high quality, focused interventions provided for at risk students.

Thank You

I hope this informational report provided a better understanding of the California Dashboard.