



Riverside County Office of Education **Data Catalog**

Assessment, Accountability, and Continuous Improvement

Division of Educational Services

Riverside County Office of Education (RCOE) Data Catalog

Table of Contents

Introduction

AACI Data Requests

RCOE Static Reports

- [California Assessments of Student Performance and Progress \(CAASPP\) Reports](#)
- [English Language Proficiency Assessments for California \(ELPAC\) Reports](#)
- [National Student Clearinghouse Student Tracker Post-secondary Outcomes](#)

RCOE Static Reports Available by Request

- [California \(CA\) School Dashboard One-Pager](#)
- [CA School Dashboard Comprehensive Report](#)
- [CA School Dashboard Student Focus Report](#)
- [CA School Dashboard Advancement Via Individual Determination \(AVID\) Reports](#)
- [CA School Dashboard AVID Focus Report](#)
- [College/Career Indicator Foster Youth Report](#)
- [CA School Dashboard LEA Community Schools Focus Report](#)
- [Multi-District CAASPP Growth Report](#)
- [Local Educational Agency \(LEA\) Local Control Accountability Plan \(LCAP\) One-Pager](#)
- [Annual Reclassification Rates](#)
- [Comprehensive Data Report](#)
- [K-12 Suspension Report](#)

Riverside County Office of Education (RCOE) Data Catalog

Interactive Reports and Data Tools

RCOE Public Data Dashboards

[California K-12 Performance Gaps](#)

[CalKIDS Dashboard](#)

[California Outlier Schools by Student Group and Indicator](#)

[CA School Dashboard](#)

[CAASPP and ELPAC Participation Rate](#)

[College Career Indicator Data](#)

[Learning Recovery Emergency Block Grant \(LREBG\)](#)

[California School Dashboard Target-setting Tool for LCAPs and School Plan for Student Achievement \(SPSA\)](#)

[2015 - Current CAASPP/Smarter Balanced Assessment Consortium \(SBAC\) Difference from Standard \(DFS\) Results](#)

[California Science Test \(CAST\) Results](#)

[California School Dashboard Top Growth](#)

[Shiny App - Comprehensive Support and Improvement \(CSI\) - Additional Targeted Support and Improvement \(ATSI\) - Targeted Support and Improvement \(TSI\) School Reports](#)

Other Public Data Dashboards

[2024 California Similar Schools Analytics Dashboard \(Alameda County\)](#)

[Test Operations Management System \(TOMS\) File Excel Dashboards \(Sacramento County Office of Education\)](#)

Interactive RCOE Reports and Data Tools

Private Data Dashboards (District Login Required)

Public Reports and Dashboards

[California School Dashboard](#)

[CAASPP and ELPAC Results](#)

Riverside County Office of Education (RCOE) Data Catalog

[California Educators Reporting System \(CERS\)](#)

[DataQuest](#)

[Ed-Data](#)

[Race to Submit](#)

[Civil Rights Data Collection](#)

Additional Resources

Data Protocols

[Plan, Do, Study, Act \(PDSA\) Protocols](#)

[5Rs Detailed Suggested Guiding Questions](#)

[5 Whys Protocol](#)

[Notice and Wonder Protocol](#)

[Data Discovery Protocol](#)

[Data and Protocol to Support Differentiated Assistance \(DA\)](#)

[DA Data Analysis Note-Taking Guide](#)

[Differentiated Assistance Protocols for Local Educational Agencies \(LEAs\) Facilitation Guide](#)

[CA School Dashboard 5x5 Analysis Workbook](#)

[CA School Dashboard Reflection Questions](#)

[5 Whys Dashboard 5x5 Protocol](#)

[Local Education Agency \(LEA\) Level Empathy Interview Protocol Sample](#)

Index

Riverside County Office of Education (RCOE) Data Catalog

Introduction

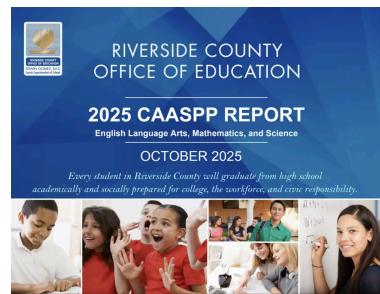
The Assessment, Accountability, and Continuous Improvement (AACI) team provides several county, district, and site data support services using multiple platforms. Public reports are produced with publicly accessible data to allow educational stakeholders to view performance across schools and districts in Riverside County. These are published periodically throughout the year based on statewide data releases. Data sharing agreements are established between RCOE and each LEA to ensure data security and privacy and allow the creation of a variety of reports to be shared directly with LEAs.

Data Requests

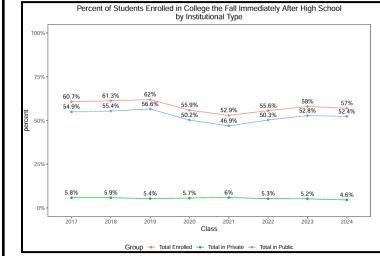
AACI may be able to assist LEAs with additional data projects. Please submit data requests to the AACI team using the [Data Request Form](#). A team member will contact you about your request. Static reports can be requested by email at aacidata@rcoe.us.

RCOE Static Reports

Static reports are generated annually when CDE data files are released.

Link	Description	Visual
<u>RCOE 2025 California Assessments of Student Performance and Progress (CAASPP) Report</u> <i>Source: Public California Department of Education (CDE) Data Files</i> <i>*District and school reports available upon request</i>	<p>The Riverside County Office of Education creates the CAASPP report annually after the public release of assessment results and data files. The report includes information, visualizations, and tables for the following:</p> <ul style="list-style-type: none">• Section 1: Grade Level & Achievement Level• Section 2: Multi-Year by Grade Level & Achievement Level• Section 3: Comparison by Student Group• Section 4: Comparison by Cohort and Achievement Level• Section 5: Districts in Riverside County• Section 6: Comparison to 10 Largest Counties in California <p>Annual reports are shared with district contacts after the CDE releases public data files.</p>	

Riverside County Office of Education (RCOE) Data Catalog

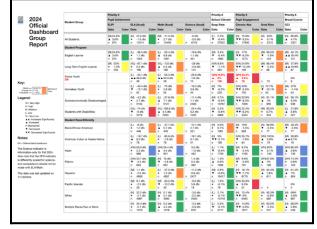
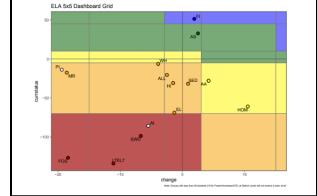
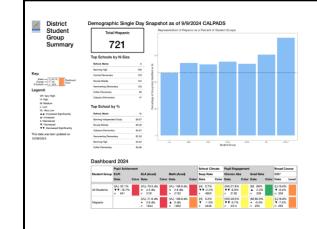
<p><u>RCOE 2025 English Language Proficiency Assessments for California (ELPAC) Report</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p> <p><i>*District and school reports available upon request</i></p>	<p>The Riverside County Office of Education creates the ELPAC report annually after the public release of assessment results and data files. The report includes information, visualizations, and tables for the following:</p> <ul style="list-style-type: none"> • Section 1: Overall and Subtest Performance Comparison by Grade Level and Achievement Level • Section 2: Overall and Subtest Performance Comparison Over Time • Section 3: Districts • Section 4: Comparison to 10 Largest Counties <p>Annual reports are shared with district contacts after the CDE releases public data files.</p>																																														
<p><u>Riverside County National Student Clearinghouse Student Tracker Report</u></p> <p><i>Source: National Student Clearinghouse</i></p> <p><i>*District and school reports available upon request</i></p>	<p>The Riverside County Student Tracker Report provides data on post-secondary outcomes specific to college enrollment for students who graduated within the county.</p> <p>Student Tracker reports are provided at no cost to LEAs in Riverside County in an effort to provide data on post-secondary outcomes for students. The reports provided are:</p> <ul style="list-style-type: none"> • Aggregate Report by LEA and School • Demographic Report by LEA and School • Student Level Report by LEA and School <p>Reports are generated and shared with district contacts three times a year in December, April/May, and August and shared with assessment and college/career leads.</p>	 <table border="1"> <caption>Data for 'Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type' (Estimated from Graph)</caption> <thead> <tr> <th>Class</th> <th>Total Enrolled (%)</th> <th>Total in Private (%)</th> <th>Total in Public (%)</th> <th>Total (%)</th> </tr> </thead> <tbody> <tr><td>2017</td><td>60.7%</td><td>54.9%</td><td>54.9%</td><td>54.9%</td></tr> <tr><td>2018</td><td>61.3%</td><td>55.4%</td><td>55.4%</td><td>55.4%</td></tr> <tr><td>2019</td><td>62%</td><td>56.6%</td><td>56.6%</td><td>56.6%</td></tr> <tr><td>2020</td><td>55.9%</td><td>50.2%</td><td>50.2%</td><td>50.2%</td></tr> <tr><td>2021</td><td>52.9%</td><td>48.9%</td><td>48.9%</td><td>48.9%</td></tr> <tr><td>2022</td><td>55.6%</td><td>50.3%</td><td>50.3%</td><td>50.3%</td></tr> <tr><td>2023</td><td>58%</td><td>52.3%</td><td>52.3%</td><td>52.3%</td></tr> <tr><td>2024</td><td>57%</td><td>52.4%</td><td>52.4%</td><td>52.4%</td></tr> </tbody> </table>	Class	Total Enrolled (%)	Total in Private (%)	Total in Public (%)	Total (%)	2017	60.7%	54.9%	54.9%	54.9%	2018	61.3%	55.4%	55.4%	55.4%	2019	62%	56.6%	56.6%	56.6%	2020	55.9%	50.2%	50.2%	50.2%	2021	52.9%	48.9%	48.9%	48.9%	2022	55.6%	50.3%	50.3%	50.3%	2023	58%	52.3%	52.3%	52.3%	2024	57%	52.4%	52.4%	52.4%
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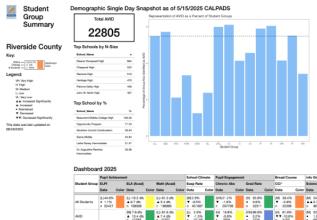
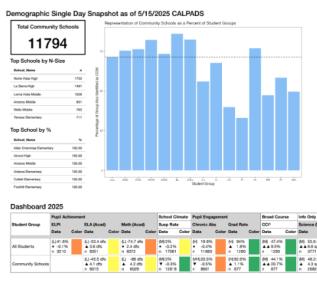
RCOE Static Reports Available by LEA Request

Email requests to: aacidata@rcoe.us

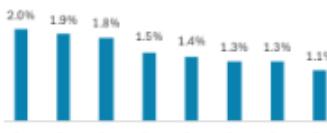
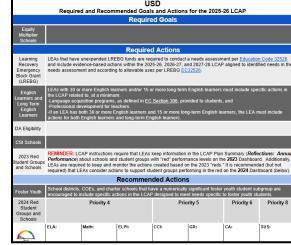
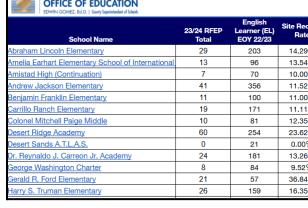
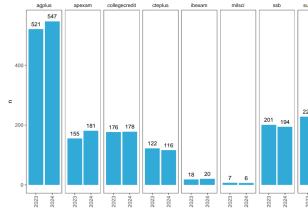
Static reports are generated annually when CDE data files are released.

<p>CA School Dashboard One-Pager</p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p> <p><i>*District and school reports available upon request</i></p>	<p>The Dashboard One-pagers are prepared in two iterations. The first is an “estimate” of status, change, and performance level/color, for all state indicators. The estimates are strictly shared, first with superintendents, then assistant superintendents, then directors, then network leads. District leadership may choose to share with school leadership. RCOE will not share estimates with schools without permission. The second iteration is prepared with official data after the public release of the CA School Dashboard and Dashboard data files each year.</p>	
<p>CA School Dashboard Comprehensive Report</p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p> <p><i>*District and school reports available upon request</i></p>	<p>The CA School Dashboard Comprehensive Report is prepared after the public release of the CA School Dashboard and Dashboard data files each year for LEAs and schools. The report includes 5x5 Dashboard grids for each indicator that include each student group on a scatterplot to better visualize student group status, change, and performance level/color. A corresponding table is included for each indicator.</p>	
<p>CA School Dashboard Student Group Focus Report</p> <p><i>Source: Public California Department of Education (CDE) Data Files, CALPADS</i></p> <p><i>*District and school reports available upon request</i></p>	<p>These one-page demographic student group summary reports include a single-day snapshot (from California Longitudinal Pupil Achievement Data System (CALPADS)) to show the number of students, the top schools by n-size, top schools by %, and the representation of the student group within each program student group. Additionally, the student group data for each indicator on the CA School Dashboard is included.</p>	

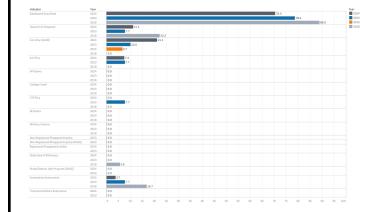
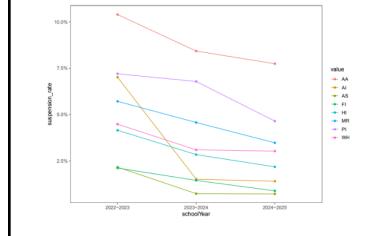
Riverside County Office of Education (RCOE) Data Catalog

<p>CA School Dashboard Advancement Via Individual Determination (AVID) Reports</p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p> <p><i>District and school reports available upon request</i></p>	<p>These reports include a graph and table to show "All Students", "AVID Students", and "Non-AVID Students" status for each indicator on the CA School Dashboard.</p>	 <p>Dashboard Estimates Report - AVID Prepared by the Riverside County Office of Education (9/18/2024)</p>
<p>CA School Dashboard AVID Focus Report</p> <p><i>Source: Public California Department of Education (CDE) Data Files, CALPADS</i></p> <p><i>*District and school reports available upon request</i></p>	<p>These one-page AVID student group summary reports include a single-day snapshot (from California Longitudinal Pupil Achievement Data System (CALPADS)) to show the number of students, the top schools by n-size, top schools by %, and the representation of the student group within each program student group. Additionally, the student group data for each indicator on the CA School Dashboard is included.</p>	 <p>Demographic Single Day Snapshot as of 6/16/2025 CALPADS Riverside County</p> <p>Student Group Summary Total Students: 22805</p> <p>Demographic Single Day Snapshot as of 6/15/2025 CALPADS Total Community Schools: 11794</p> <p>Representation of Community Schools as a Percent of Student Groups</p> <p>Dashboard 2025</p>
<p>CA School Dashboard LEA Community Schools Focus Report</p>	<p>These one-page student group summary reports include an estimated combined dashboard for an LEAs community schools. It is a single-day snapshot (from California Longitudinal Pupil Achievement Data System (CALPADS)) to show the number of students, the top schools by n-size, top schools by %, and the representation of the student group within each program student group. Additionally, the student group data for each indicator on the CA School Dashboard is included.</p>	 <p>Demographic Single Day Snapshot as of 6/15/2025 CALPADS Total Community Schools: 11794</p> <p>Representation of Community Schools as a Percent of Student Groups</p> <p>Top Schools by N Size</p> <p>Top Schools by % Size</p> <p>Top School by %</p> <p>Dashboard 2025</p>

Riverside County Office of Education (RCOE) Data Catalog

<p>Multi-District CAASPP Growth Report</p>	<p>This report includes LEA one-year and three-year achievement level growth comparisons for all Riverside County school districts. The data is displayed as the annual percentage point growth of students meeting or exceeding standards for ELA and math achievement levels. The district names are not displayed with the exception of the requestor.</p>	 <table border="1"> <thead> <tr> <th>District</th> <th>Annual Percentage Point Growth</th> </tr> </thead> <tbody> <tr><td>District 1</td><td>2.0%</td></tr> <tr><td>District 2</td><td>1.9%</td></tr> <tr><td>District 3</td><td>1.8%</td></tr> <tr><td>District 4</td><td>1.5%</td></tr> <tr><td>District 5</td><td>1.4%</td></tr> <tr><td>District 6</td><td>1.3%</td></tr> <tr><td>District 7</td><td>1.3%</td></tr> <tr><td>District 8</td><td>1.1%</td></tr> <tr><td>District 9</td><td>1.1%</td></tr> <tr><td>District 10</td><td>1.1%</td></tr> </tbody> </table>	District	Annual Percentage Point Growth	District 1	2.0%	District 2	1.9%	District 3	1.8%	District 4	1.5%	District 5	1.4%	District 6	1.3%	District 7	1.3%	District 8	1.1%	District 9	1.1%	District 10	1.1%																																		
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<p>LEA Local Control Accountability Plan (LCAP) One-Pager</p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p> <p><i>*Report available upon request</i></p>	<p>The LCAP one-pager was created to support LEA LCAP teams. It includes actions and data that are required in the LCAP. Additional recommended actions and data are included as well.</p> <p>*Will be shared during LCAP workshops.</p>	 <table border="1"> <thead> <tr> <th colspan="2">USD Required and Recommended Goals and Actions for the 2020-2021 LCAP</th> </tr> <tr> <th colspan="2">Required Goals</th> </tr> </thead> <tbody> <tr> <td>Learning Environment</td> <td>Required Actions</td> </tr> <tr> <td>English Learner</td> <td>Required Actions</td> </tr> <tr> <td>Equity</td> <td>Recommended Actions</td> </tr> <tr> <td>Safe Schools</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Health</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Support Services</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Academic Performance</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Enrollment</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Attendance</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Discipline</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Safety</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Health</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Support Services</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Academic Performance</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Enrollment</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Attendance</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Discipline</td> <td>Recommended Actions</td> </tr> <tr> <td>Student Safety</td> <td>Recommended Actions</td> </tr> </tbody> </table>	USD Required and Recommended Goals and Actions for the 2020-2021 LCAP		Required Goals		Learning Environment	Required Actions	English Learner	Required Actions	Equity	Recommended Actions	Safe Schools	Recommended Actions	Student Health	Recommended Actions	Student Support Services	Recommended Actions	Student Academic Performance	Recommended Actions	Student Enrollment	Recommended Actions	Student Attendance	Recommended Actions	Student Discipline	Recommended Actions	Student Safety	Recommended Actions	Student Health	Recommended Actions	Student Support Services	Recommended Actions	Student Academic Performance	Recommended Actions	Student Enrollment	Recommended Actions	Student Attendance	Recommended Actions	Student Discipline	Recommended Actions	Student Safety	Recommended Actions																
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<p>Annual Reclassification Rates</p> <p><i>Source: DataQuest up to 2021, then CALPADS thereafter</i></p> <p><i>*District and school reports available upon request</i></p>	<p>The CDE stopped publishing reclassification rate data on DataQuest after the 2020-21 school year. For 2021-2022, LEAs can calculate reclassification rates using CALPADS data; however, RCOE can provide LEAs with this data upon request.</p>	 <table border="1"> <thead> <tr> <th>School Name</th> <th>2020-2021 RREP</th> <th>English Learner (EL) RREP</th> <th>Site Reclassification Rate</th> </tr> </thead> <tbody> <tr><td>Miraham Lincoln High School</td><td>29</td><td>203</td><td>14.29%</td></tr> <tr><td>Amelia Earhart Elementary School of International Achievement (Continuation)</td><td>13</td><td>96</td><td>13.54%</td></tr> <tr><td>Anthony High (Continuation)</td><td>7</td><td>70</td><td>10.00%</td></tr> <tr><td>Anderson Elementary</td><td>41</td><td>386</td><td>11.02%</td></tr> <tr><td>Benjamin Franklin Elementary</td><td>11</td><td>100</td><td>11.00%</td></tr> <tr><td>Carolin Ranch Elementary</td><td>19</td><td>171</td><td>11.11%</td></tr> <tr><td>Colonel Mitchell Paige Middle</td><td>10</td><td>81</td><td>12.85%</td></tr> <tr><td>Desert Ridge Academy</td><td>60</td><td>254</td><td>23.62%</td></tr> <tr><td>Desert Sands A.T.L.A.S.</td><td>0</td><td>21</td><td>0.00%</td></tr> <tr><td>Dr. Ricardo J. Carranza Academy</td><td>24</td><td>187</td><td>13.26%</td></tr> <tr><td>George Washington Charter</td><td>6</td><td>84</td><td>9.52%</td></tr> <tr><td>Gerald B. Ford Elementary</td><td>21</td><td>57</td><td>36.64%</td></tr> <tr><td>Henry B. Truman Elementary</td><td>26</td><td>159</td><td>16.35%</td></tr> </tbody> </table>	School Name	2020-2021 RREP	English Learner (EL) RREP	Site Reclassification Rate	Miraham Lincoln High School	29	203	14.29%	Amelia Earhart Elementary School of International Achievement (Continuation)	13	96	13.54%	Anthony High (Continuation)	7	70	10.00%	Anderson Elementary	41	386	11.02%	Benjamin Franklin Elementary	11	100	11.00%	Carolin Ranch Elementary	19	171	11.11%	Colonel Mitchell Paige Middle	10	81	12.85%	Desert Ridge Academy	60	254	23.62%	Desert Sands A.T.L.A.S.	0	21	0.00%	Dr. Ricardo J. Carranza Academy	24	187	13.26%	George Washington Charter	6	84	9.52%	Gerald B. Ford Elementary	21	57	36.64%	Henry B. Truman Elementary	26	159	16.35%
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<p>Comprehensive Data Report</p> <p><i>Source: Public California Department of Education (CDE) Data Files, CALPADS</i></p>	<p>This report includes multi-year trend charts by grade and student groups for Smarter Balanced and CAST achievement levels. It also includes multi-year trend charts by student groups for four CA School Dashboard Indicators, College/Career, College/Career Measures, Suspension, Chronic Absenteeism, and Graduation Rate.</p>	 <table border="1"> <thead> <tr> <th>Year</th> <th>English</th> <th>Math</th> </tr> </thead> <tbody> <tr><td>2020</td><td>547</td><td>422</td></tr> <tr><td>2021</td><td>484</td><td>322</td></tr> <tr><td>2022</td><td>451</td><td>354</td></tr> <tr><td>2023</td><td>451</td><td>354</td></tr> <tr><td>2024</td><td>451</td><td>354</td></tr> <tr><td>2025</td><td>451</td><td>354</td></tr> </tbody> </table>	Year	English	Math	2020	547	422	2021	484	322	2022	451	354	2023	451	354	2024	451	354	2025	451	354																																			
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Riverside County Office of Education (RCOE) Data Catalog

College/Career Indicator Foster Youth Report	This one-page report includes a multi-year trend specifically for our foster youth's completion of the CCI measures. CCI prepared and Graduation Rate are included.	
K-12 Suspension Report Source: CALPADS	This report includes an LEA multi-year suspension rate by grade, school, student groups, in-school/out-of-school suspensions. It is based on end-of-year CALPADS files and does not apply CA School Dashboard methodologies. Rates reflected in this report are NOT equivalent to CA School Dashboard Suspension indicator but are derived from the same data source.	

Interactive Reports and Data Tools

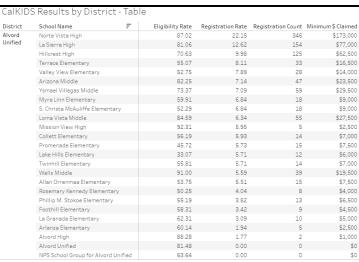
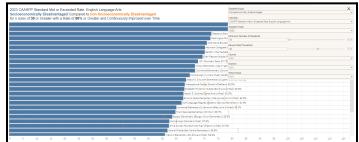
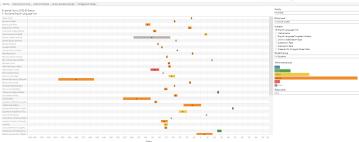
Source: [Tableau Data Dashboard](#)

Static reports are generated annually when CDE data files are released.*

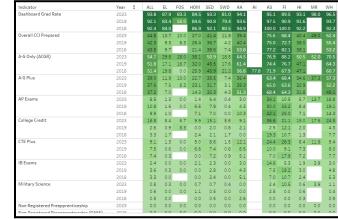
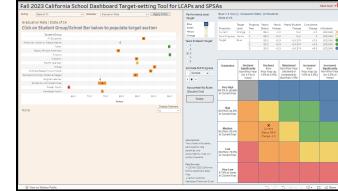
RCOE Public Data Dashboards

Link	Description	Visual
California K-12 Performance Gaps Source: <i>Public California Department of Education (CDE) Data Files</i>	<p>This interactive dashboard highlights equity gaps for student group achievement compared to non-student group achievement for multiple indicators.</p> <p>Filter reports by: Entity (CA, LEAs, and schools), Academic Year, and sort (Pct. Met or Gap) by the following indicators:</p> <ul style="list-style-type: none"> • CAASPP Standard Met or Exceeded Rate: English Language Arts • CAASPP Standard Met or Exceeded Rate: Mathematics • California Science Test (CAST) Standard Met or Exceeded 	

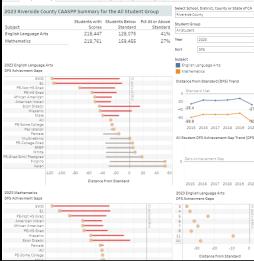
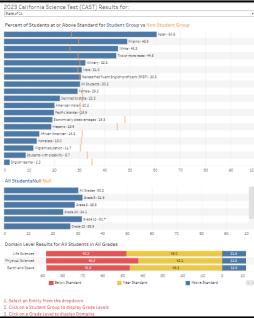
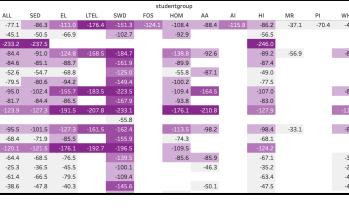
Riverside County Office of Education (RCOE) Data Catalog

	<ul style="list-style-type: none"> English Language Proficiency Assessments for California (ELPAC) Well-Developed Rate English Learner Reclassification Rate (2011-21) Chronic Absenteeism Rate Suspension Rate Expulsion Rate 																																																																																																																																																														
(CalKIDS) Dashboard <i>Source: CA Treasurer's Office</i>	<p>Multiple tabs on this set of dashboards highlight several measures for RCOE LEAs and schools in the statewide effort to support children to save for their future education through California Kids Investment and Development Savings Program (CalKIDS). Dashboards include results by district/school, school/month, school/leaderboard by rate, school leaderboard by funds claimed, and school leaderboard by growth in student registrations from May to July.</p> <p>*Updated monthly</p>	 <p>CalKIDS Results by District - Table</p> <table border="1"> <thead> <tr> <th>District</th> <th>School Name</th> <th>P</th> <th>Eligibility Rate</th> <th>Registration Rate</th> <th>Registration Count</th> <th>Minimum \$ Claimed</th> </tr> </thead> <tbody> <tr><td>Almond</td><td>North Vista High</td><td>87.52</td><td>22.15</td><td>346</td><td>\$173,000</td></tr> <tr><td>Almond</td><td>North Vista Middle</td><td>81.50</td><td>13.62</td><td>145</td><td>\$27,000</td></tr> <tr><td></td><td>Hollister High</td><td>70.63</td><td>9.98</td><td>125</td><td>\$42,000</td></tr> <tr><td></td><td>Marina High</td><td>82.85</td><td>8.11</td><td>33</td><td>\$16,000</td></tr> <tr><td></td><td>Marina View Elementary</td><td>82.75</td><td>7.09</td><td>18</td><td>\$1,000</td></tr> <tr><td></td><td>Almond Unified</td><td>82.25</td><td>7.14</td><td>47</td><td>\$23,000</td></tr> <tr><td></td><td>Marina Unified</td><td>79.77</td><td>7.50</td><td>39</td><td>\$2,000</td></tr> <tr><td></td><td>Myra Linn Elementary</td><td>89.91</td><td>6.84</td><td>18</td><td>\$9,000</td></tr> <tr><td></td><td>S. Chualota Middle/High</td><td>82.29</td><td>6.84</td><td>18</td><td>\$9,000</td></tr> <tr><td></td><td>Cooper Elementary</td><td>84.83</td><td>5.24</td><td>55</td><td>\$25,000</td></tr> <tr><td></td><td>Mission Viejo High</td><td>92.31</td><td>5.95</td><td>5</td><td>\$1,000</td></tr> <tr><td></td><td>Collett Elementary</td><td>84.19</td><td>5.93</td><td>14</td><td>\$7,000</td></tr> <tr><td></td><td>Marina View Elementary</td><td>87.72</td><td>5.70</td><td>14</td><td>\$7,000</td></tr> <tr><td></td><td>Lake Hills Elementary</td><td>93.07</td><td>5.71</td><td>12</td><td>\$6,000</td></tr> <tr><td></td><td>Taftville Elementary</td><td>85.81</td><td>5.71</td><td>14</td><td>\$7,000</td></tr> <tr><td></td><td>Myra Linn</td><td>85.00</td><td>5.59</td><td>20</td><td>\$26,000</td></tr> <tr><td></td><td>Allen Ormeas Elementary</td><td>93.75</td><td>5.51</td><td>15</td><td>\$7,000</td></tr> <tr><td></td><td>Rosemary Kennedy Elementary</td><td>80.25</td><td>4.04</td><td>8</td><td>\$4,000</td></tr> <tr><td></td><td>Pringle Elementary</td><td>82.13</td><td>3.20</td><td>13</td><td>\$6,000</td></tr> <tr><td></td><td>Foothill Elementary</td><td>68.31</td><td>3.42</td><td>9</td><td>\$4,500</td></tr> <tr><td></td><td>La Grande Elementary</td><td>62.31</td><td>3.09</td><td>10</td><td>\$5,000</td></tr> <tr><td></td><td>Almond Elementary</td><td>65.42</td><td>3.24</td><td>5</td><td>\$3,000</td></tr> <tr><td></td><td>Almond High</td><td>68.28</td><td>1.77</td><td>2</td><td>\$1,000</td></tr> <tr><td></td><td>Almond Unified</td><td>68.48</td><td>0.00</td><td>0</td><td>\$0</td></tr> <tr><td></td><td>RCOE School Group for Almond Unified</td><td>68.64</td><td>0.00</td><td>0</td><td>\$0</td></tr> </tbody> </table>	District	School Name	P	Eligibility Rate	Registration Rate	Registration Count	Minimum \$ Claimed	Almond	North Vista High	87.52	22.15	346	\$173,000	Almond	North Vista Middle	81.50	13.62	145	\$27,000		Hollister High	70.63	9.98	125	\$42,000		Marina High	82.85	8.11	33	\$16,000		Marina View Elementary	82.75	7.09	18	\$1,000		Almond Unified	82.25	7.14	47	\$23,000		Marina Unified	79.77	7.50	39	\$2,000		Myra Linn Elementary	89.91	6.84	18	\$9,000		S. Chualota Middle/High	82.29	6.84	18	\$9,000		Cooper Elementary	84.83	5.24	55	\$25,000		Mission Viejo High	92.31	5.95	5	\$1,000		Collett Elementary	84.19	5.93	14	\$7,000		Marina View Elementary	87.72	5.70	14	\$7,000		Lake Hills Elementary	93.07	5.71	12	\$6,000		Taftville Elementary	85.81	5.71	14	\$7,000		Myra Linn	85.00	5.59	20	\$26,000		Allen Ormeas Elementary	93.75	5.51	15	\$7,000		Rosemary Kennedy Elementary	80.25	4.04	8	\$4,000		Pringle Elementary	82.13	3.20	13	\$6,000		Foothill Elementary	68.31	3.42	9	\$4,500		La Grande Elementary	62.31	3.09	10	\$5,000		Almond Elementary	65.42	3.24	5	\$3,000		Almond High	68.28	1.77	2	\$1,000		Almond Unified	68.48	0.00	0	\$0		RCOE School Group for Almond Unified	68.64	0.00	0	\$0
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California Outlier Schools by Student Group and Indicator <i>Source: Public California Department of Education (CDE) Data Files</i>	<p>This interactive dashboard highlights schools that are closing achievement gaps for student groups, as compared to non-student groups, as determined by CAASPP performance levels and CA School Dashboard state indicators.</p> <p>Filters include student group, indicator, academic year, minimum n-size, percent met, threshold, county, district, and school type.</p>																																																																																																																																																														
CA School Dashboard <i>Source: Public California Department of Education (CDE) Data Files</i>	<p>This interactive dashboard highlights CA School Dashboard state indicator performance level (color), status, and change by county, district, school, and student groups. Multiple tabs show data by county, entity by Local Control Funding Formula (LCFF) priority, schools, student groups, and college career indicators (CCI)/measures. Available filters include county, entity, entity level, indicator, student group, performance level, and status level, as appropriate to each dashboard. Updated annually in correlation with the public release of the CA School Dashboard.</p> <p>Tableau Dashboard Instructions and Reflection Questions</p>																																																																																																																																																														

Riverside County Office of Education (RCOE) Data Catalog

<p><u>CAASPP and ELPAC Participation Rate</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>This table shows student groups that are at high risk of participation rate issues for annual CAASPP and ELPAC testing (94% or lower in the previous year), medium risk (95%-97%), or low risk (98%-100%) based on the most recently released CA School Dashboard files.</p> <p>Filters allow users to view data by county, district, school, student group, participation rate risk, and met minimum Y/N.</p>	
<p><u>College Career Indicator Data</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>Multiple tabs on this dashboard highlight CCI data on the CA School Dashboard. Included are multiyear trends of college/ career measures by county, district, school, and student group. Additionally, CA districts are ranked by their preparedness percentage for each CCI measure.</p>	
<p><u>California School Dashboard Target-Setting Tool</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>This interactive tool combines two dashboards into one to assist districts and schools with creating LCAP and SPSA goals for metrics derived from CA School Dashboard state indicator data.</p> <p>On the left dashboard, filter by entity and indicator to view student group data by status level, performance level, and change from the prior year. Select the desired student group to populate the 5x5 on the right. On the right, select the performance level target and the number of years to reach the target to populate the table with the needed growth to reach the target. Lastly, click on the  “play” button to see the animation show the path to the desired target.</p>	

Riverside County Office of Education (RCOE) Data Catalog

<p><u>2015 - Current Year CAASPP/SBAC DFS Results</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>Monitor student group performance level gaps for English language arts (ELA) and math at the state, county, district, school, and student group level. Users can also explore longitudinal ELA and mathematics distance from standard (DFS) data.</p> <p>Updated annually in correlation with the public release of the CA School Dashboard.</p>	
<p><u>California Science Test (CAST) 2025 Results</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>This dashboard highlights equity gaps for student groups and grade level achievement compared to non-student group achievement on the California Science Test (CAST).</p> <p>Filter by entity (state, LEA, school) and view data by student group, grade, and area.</p> <p>Updated annually with the release of CAASPP results on the test results for the CA Assessments website.</p>	
<p><u>California School Dashboard Top Growth</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>Find the LEAs, charters, and schools that made the most growth on the most current publicly available CA School Dashboard. Filter dashboards by county, entity level, student group, and the Dashboard state indicators. Additional features include the ability to adjust “n” size and filter for high school ELA and math.</p> <p>Updated annually in correlation with the public release of the CA School Dashboard.</p>	
<p><u>Learning Recovery Emergency Block Grant (LREBG)</u></p> <p><i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>This dashboard highlights student groups and school meeting requirements for the needs assessment as part of the Learning Recovery Emergency Block Grant. This report reflects STATUS only for these measures: ELA, math, and chronic absenteeism. Note that in limited cases where no CA School Dashboard absenteeism data was available, DataQuest absenteeism data was substituted instead.</p>	

Riverside County Office of Education (RCOE) Data Catalog

<p>Shiny App CSI-ATSI-TSI School Identification Report 2024-25 (Based on 2023-24 data) Shiny App CSI-ATSI School Report 2023-24 (Based on 2024-25 data) <i>Source: Public California Department of Education (CDE) Data Files</i></p>	<p>This application enables you to look up any school in the state of California and better understand its status within the California System of Support.</p> <p>This app was last updated on December 19, 2024, based on the public data release of the CA School Dashboard, and LCFF assistance file with business rules applied for identification derived from the technical manual. Updated annually in correlation with the public release of the CA School Dashboard.</p>	
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Other Public Data Dashboards

Link	Description	Visual
<p>2024 California Similar Schools Analytics Dashboard (Alameda County) <i>Source: CCEE Data Literacy & Leadership Toolkit</i></p>	<p>This interactive dashboard, created by the Alameda County Office of Education, provides users with similar schools, using student demographic information. Additionally, it provides a CA School Dashboard overview of similar schools, a map view, and comparative analytics visualizations.</p>	
<p>TOMS File Excel Dashboards (Sacramento County Office of Education) <i>Source: CCEE Data Literacy & Leadership Toolkit</i></p>	<p>These CAASPP and ELPAC resources, created by the Sacramento County Office of Education, guide users in using the publicly released state assessment data files, in Excel format, to filter data and create simple visualizations.</p>	

Riverside County Office of Education (RCOE) Data Catalog

Interactive RCOE Reports and Data Tools

Private Data Dashboards (District Login Required)

To Be Announced

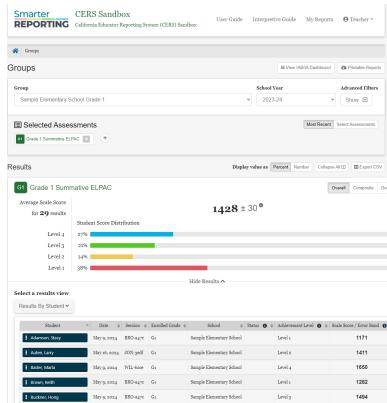
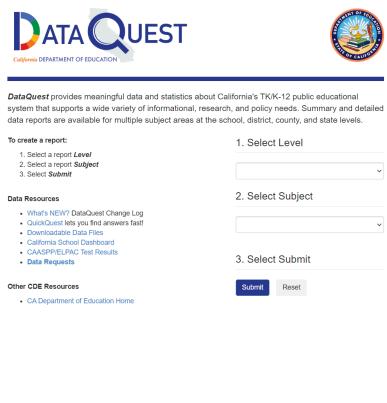
Public Reports and Dashboards

Link	Description	Visual
California School Dashboard <i>Source: CA Department of Education (CDE)</i>	<p>The California School Dashboard is one part of our state accountability system. It provides educational partners with meaningful information on school and district progress so they can participate in decisions to improve student learning.</p> <p>Updated annually by December 1, 2024, November 15, 2025, and October 15, 2026, and October 15 thereafter.</p> <p>Data Tool:</p> <ul style="list-style-type: none">• CA School Dashboard Analysis Workbook - This workbook will enable users to analyze student group performance on each of the state indicators published on the CA School Dashboard.• CA School Dashboard Reflection Questions - The series of guiding questions will enable users to analyze and reflect on student group performance on each of the state indicators published on the CA School Dashboard.• 5x5 and 5 Whys Dashboard Protocol	 <p>*How to View Performance for a School or District on the 2024 Dashboard</p> <p>*Exploring the Equity Report</p> <p>* How to Compare Schools on the Dashboard</p> <p>Link to all 5 x 5 grids on CDE's Website</p>

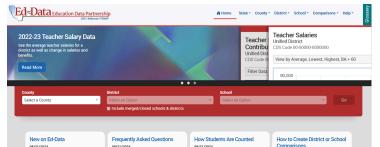
Riverside County Office of Education (RCOE) Data Catalog

Link	Description	Visual
<p>CAASPP and ELPAC Results</p> <p><i>Source: CA Department of Education (CDE)</i></p>	<p>These public dashboards, found on the State Assessments for California website, provide educational partners with results from annual state assessments, including:</p> <ul style="list-style-type: none"> • Smarter Balanced Summative Assessments for ELA/literacy and mathematics • California Alternate Assessments (CAA) for ELA/literacy and mathematics • California Science Test (CAST) • California Alternate Assessment (CAA) for science • English Language Proficiency Assessments for California (ELPAC - initial, general, alternate) • California Spanish Assessment (CSA) <p>Updated annually by October 15.</p> <p>5Rs Detailed Suggested Guiding Questions - Google Docs</p> <p>*5Rs Form Sample 1</p> <p>*5Rs Process Template 2</p> <p>Scale Score Capture Sheet</p> <p>Notice and Wonder Protocol</p>	 <p>Scale Score Ranges</p> <p>How to View Change Over Time for Test Results</p> <p>ELPI Scale Score Split by Grade Level (2L, 2H, 3L, 3H)</p>

Riverside County Office of Education (RCOE) Data Catalog

Link	Description	Visual
<p>California Educators Reporting System (CERS)</p> <p><i>Source: Smarter Reporting (Log-in required)</i></p>	<p>Access individual student and aggregate test results from all CAASPP and ELPAC summative and interim assessments. CERS does not contain results from the initial ELPAC or the initial alternate ELPAC.</p> <p>To access CERS, educators must use their assigned TOMS credentials.</p> <p>Resources:</p> <p>How to View Individual Student Results</p> <p>How to View Summative Assessment Target Group Reports</p> <p>Understanding Smarter Balanced Assessment Consortium Summary Reports</p> <p>Lexile & Quantile Measures</p> <p>How to View Summative Writing Trait Scores by Student Group and Individual</p>	
<p>DataQuest</p> <p><i>Source: CA Department of Education (CDE)</i></p>	<p>DataQuest is the CDE's web-based data reporting system for publicly reporting information about CA students, teachers, and schools. DataQuest provides access to a wide variety of reports, including school performance, test results, student enrollment, English learner, graduation and dropout, school staffing, course enrollment, and student misconduct data.</p> <p>Each report is updated annually at various times throughout the year.</p> <p>DataQuest Updates</p>	

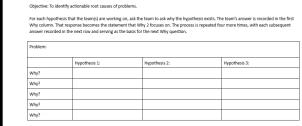
Riverside County Office of Education (RCOE) Data Catalog

Link	Description	Visual
Ed-Data <i>Source: CA Department of Education (CDE), EdSource, Fiscal Crisis & Management Assistance Team</i>	<p>Ed-Data is a partnership of the California Department of Education, EdSource, and the Fiscal Crisis and Management Assistance Team(FCMAT)/California School Information Services (CSIS) designed to offer educators, policy makers, the legislature, parents, and the public quick access to timely and comprehensive data about K-12 education in California.</p> <p>Each report is updated annually at various times throughout the year.</p>	
Race To Submit <i>Source: The California Student Aid Commission (CSAC)</i>	<p>This website tracks the submissions of the Federal Application for Student Aid (FAFSA) and the CA Dream Act Applications (CADAA) each spring based on CALPADS enrollment in the fall.</p>	
Civil Rights Data Collection <i>Source: US Department of Education</i>	<p>For more than five decades, the Civil Rights Data Collection has captured data on students' equal access to educational opportunities to understand and inform schools' compliance with the civil rights laws enforced by the US Department of Education's Office for Civil Rights.</p>	

Riverside County Office of Education (RCOE) Data Catalog

Additional Resources

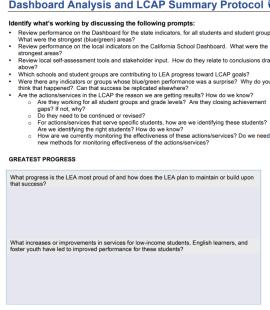
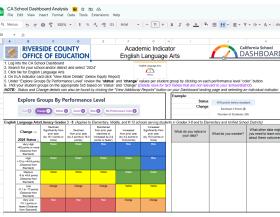
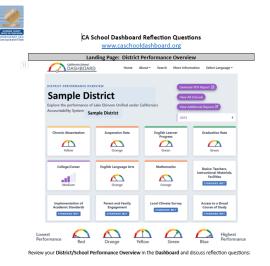
Data Protocols

Link	Description	Visual
Plan, Do, Study, Act (PDSA)	<p>The PDSA cycle, which stands for Plan-Do-Study-Act, is a structured, iterative problem-solving and quality improvement model. It's a four-stage process designed to test changes, learn from their effects, and refine them for better outcomes. The cycle emphasizes continuous learning and improvement through small-scale testing and adaptation.</p> <p>The PDSA Cycle Overview</p>	
5Rs Detailed Suggested Guiding Questions *5Rs Form Sample 1 *5Rs Process Template 2 Scale Score Capture Sheet	<p>These are suggested guiding questions to facilitate your discussions around the 5Rs protocol (research, recall, reflect, respond, and review). These questions do not represent an exhaustive list. Consider modifying these questions as you examine additional evidence.</p>	
5 Whys Protocol	<p>The 5 Whys Protocol is used to systematically uncover the underlying, actionable root causes of a problem by repeatedly asking "Why?" This process moves beyond surface-level symptoms to reveal causes that can be directly addressed, enabling targeted, sustainable solutions.</p>	 <p><small>Goals & Grit: Strategies in Action: How School Systems Can Support Mindful Learning and Thinking (2020) (Chaffee & Mirella, "Problem Solving Approach to Designing and Implementing a Strategy to Improve Performance," Fullerton Education Leadership Project, University of California, San Diego)</small></p>

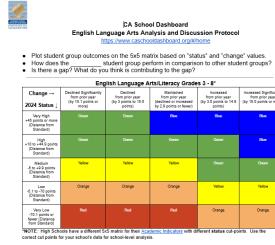
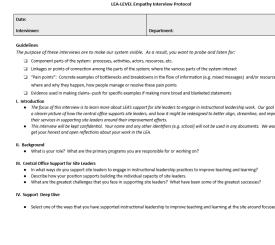
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<u>Notice and Wonder Protocol</u>	<p>The Notice & Wonder Protocol engages participants in observing evidence without judgment, exploring possible explanations, and posing curiosity-driven questions. By articulating “I notice...,” “Why might this be happening?,” and “I wonder...,” the protocol deepens understanding, uncovers patterns, and sparks inquiry that can lead to informed action.</p>	
<u>Data Discovery Protocol</u>	<p>This protocol is to assist with data analysis to identify strengths and areas for improvement. As you use this protocol, consider the guiding questions to frame your data conversations.</p>	
<u>Data and Protocol to Support Differentiated Assistance (DA)</u>	<p>The Suggested Data Sources and Guiding Questions for Equity Inquiry are designed to help collect and examine data relevant to each LEA's unique context. By using these resources, teams can focus discussions on equitable practices, support, and access, ensuring the DA process identifies meaningful opportunities for improvement that address the needs of all students.</p>	
<u>DA Data Analysis Notetaking Guide</u>	<p>The DA Data Analysis Notetaking Guide supports LEAs in applying a continuous improvement process through an inquiry stance. Grounded in the driving question, “How is the system performing for (student group)?,” the guide helps teams analyze Red Performance Category data from the district dashboard to identify equity gaps, uncover systemic causes, and inform evidence-based actions that improve outcomes for all students.</p>	

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<u>Differentiated Assistance Protocols for Local Educational Agencies (LEAs) Facilitation Guide</u>	<p>The Differentiated Assistance Protocols for LEA Facilitation Guides are designed to work collaboratively with districts to affirm and support focus areas that build capacity through professional expertise and local decision-making, foster systemic collaboration, and cultivate a culture of co-learning and reflective inquiry. These protocols promote a climate of candor, evidence, and urgency for action, resulting in improved student outcomes and sustainable change.</p>	 <p>Dashboard Analysis and LCAP Summary Protocol</p> <p>Identify what's working by discussing the following prompts:</p> <ul style="list-style-type: none"> Review performance on the Dashboard for the state indicators, for all students and student groups. What are the strengths? Review performance on the local indicators on the California School Dashboard. What were the improvements? Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above? Which schools and student groups are contributing to LEA progress toward LCAP goals? What are the strengths? What are the challenges? What are the opportunities? What are the risks? Why do you think that happened? Can such successes be replicated elsewhere? Are there any trends in student achievement? What are the strengths? What are the challenges? How do we know? Are there any trends in student achievement? What are the strengths? What are the challenges? How do we know? Are they working for all student groups and grade levels? Are they closing achievement gaps? Do they need to be continued or revised? Do we have the right students? If not, how are we identifying these students? Are we identifying the right students? How do we know? How are we monitoring the effectiveness of these actions/services? Do we need new methods for monitoring effectiveness of the actions/services? <p>GREATEST PROGRESS</p> <p>What progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?</p> <p>What increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students?</p>
<u>CA School Dashboard 5x5 Analysis Workbook</u>	<p>This workbook will enable users to analyze student group performance on each of the state indicators published on the CA School Dashboard. The purpose of the workbook is to begin initial analysis and determine if additional data is needed to further determine potential root causes of student performance and opportunity gaps. This workbook is NOT intended to be the only method by which school and district teams analyze student outcomes, but can, instead, serve as a starting point in the analysis process.</p>	
<u>CA School Dashboard Reflection Questions</u>	<p>The purpose of this document is to guide district and school teams in reviewing their California School Dashboard Performance Overview and engaging in meaningful reflection. By examining both state and local indicators, teams will identify strengths, areas for growth, and contributing factors such as programs, actions, services, and initiatives. The reflection questions are designed to promote data-informed conversations that support continuous improvement, strengthen stakeholder understanding, and inform future planning and decision-making.</p>	

Riverside County Office of Education (RCOE) Data Catalog

<u>5 Whys Dashboard 5x5 Protocol</u>	<p>The CA School Dashboard English Language Arts Analysis and Discussion Protocol guides district and school teams in reviewing student group performance using the 5x5 matrix of “status” and “change” to compare outcomes, identify gaps, and explore contributing factors. Using the 5 Whys process, teams examine root causes within their locus of control, fostering constructive, solutions-focused dialogue aimed at promoting equity and driving continuous improvement in all indicators.</p>	 <p>CA School Dashboard English Language Arts Analysis and Discussion Protocol http://ca-schooldashboard.org/analyze/arts</p> <ul style="list-style-type: none"> Plot student group outcomes on the 5x5 matrix based on “status” and “change” values. How does the student group perform in comparison to other student groups? Is there a gap? What do you do? <p>English Language Arts/History Grades 3 - 8</p> <table border="1"> <thead> <tr> <th>Change</th> <th>Decent Significantly Improved</th> </tr> </thead> <tbody> <tr> <th>2018 Status</th> <td>Good</td> <td>Warning</td> <td>Concern</td> <td>Concern</td> <td>Good</td> </tr> <tr> <td>Good</td> <td>Green</td> <td>Green</td> <td>Green</td> <td>Green</td> <td>Green</td> </tr> <tr> <td>Warning</td> <td>Yellow</td> <td>Yellow</td> <td>Yellow</td> <td>Yellow</td> <td>Yellow</td> </tr> <tr> <td>Concern</td> <td>Red</td> <td>Red</td> <td>Red</td> <td>Red</td> <td>Red</td> </tr> </tbody> </table> <p>NOTE: High Schools have a column for areas to be considered includes with different status cell points. Use the color key for your schools data to determine status.</p> <p>5 Whys Protocol: Considering the data, answer the following questions. Maintain focus on areas within our locus of control. Avoid blame or shame. This is about identifying areas to improve.</p>	Change	Decent Significantly Improved	2018 Status	Good	Warning	Concern	Concern	Good	Good	Green	Green	Green	Green	Green	Warning	Yellow	Yellow	Yellow	Yellow	Yellow	Concern	Red	Red	Red	Red	Red				
Change	Decent Significantly Improved	Decent Significantly Improved	Decent Significantly Improved	Decent Significantly Improved	Decent Significantly Improved																											
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Warning	Yellow	Yellow	Yellow	Yellow	Yellow																											
Concern	Red	Red	Red	Red	Red																											
<u>LEA Level Empathy Interview Protocol Sample</u>	<p>The purpose of these interviews is to make our system visible by capturing how its component parts—processes, activities, actors, and resources—function and connect. Through probing and active listening, the protocol seeks to uncover linkages among system elements, identify “pain points” such as bottlenecks, breakdowns, or mixed messages, and understand how these challenges are managed or resolved. Interviewers are encouraged to gather concrete, specific examples and evidence, ensuring that findings reflect the lived experiences of educational partners and provide actionable insights for system improvement.</p>	 <p>LEA Level Empathy Interview Protocol</p> <table border="1"> <tr> <td>Date:</td> <td>Interviewer:</td> <td>Interviewee:</td> <td>Department:</td> <td>Grade Level:</td> </tr> </table> <p>Interviewer</p> <p>1. Introduction</p> <p><input type="checkbox"/> As a result of these interviews we to make our system visible. As a result, you want to probe and listen for:</p> <ul style="list-style-type: none"> Components parts of the system: processes, activities, actors, resources, etc. How these components parts function and connect. What challenges or bottlenecks are present in the system. “Pain points”: Concrete examples of bottlenecks and breakdowns in the flow of information (e.g. mixed messages) and resources, when and why they happen, how people manage or resolve these pain points. Interventions or changes that have been made to address these pain points. <p>2. Background</p> <p><input type="checkbox"/> A primary goal of this interview is to learn more about LEA support for the leaders to engage in instructional leadership work. Our goal is to:</p> <ul style="list-style-type: none"> Get a clearer picture of how the overall LEA supports the leaders, and how it might be changing to better align, strengthen, and resource the instructional leadership work of the leaders. Identify specific challenges that leaders are facing in supporting instructional leadership work (e.g. staff did not want it or need it, or lack of time). <p>3. Impact</p> <p><input type="checkbox"/> Select one of the ways that you have supported instructional leadership to improve teaching and learning in the areas listed:</p> <p>Interviewee</p> <p>1. Introduction</p> <p>2. Background</p> <p>3. Impact</p> <p>NOTE: All responses are confidential and are used for internal purposes only.</p>	Date:	Interviewer:	Interviewee:	Department:	Grade Level:																									
Date:	Interviewer:	Interviewee:	Department:	Grade Level:																												

Riverside County Office of Education (RCOE) Data Catalog

Index

Additional Targeted Support and Improvement (ATSI)	13
California Assessment of Student Performance and Progress (CAASPP)	
CAST Results	12
CERS	16
Comprehensive CAASPP/Dashboard	8
County Report	4
CAASPP to DFS	12
Excel Tool (SCOE)	13
Multi-District Growth Report	8
Outliers	12
Participation Rate	11
Performance Gaps	9
Results (CDE)	15
California Educator Reporting System (CERS)	16
California School Dashboard	14
AVID Reports	7
College/Career Indicator Foster Youth Report	9
College/Career Measures	11
Community Schools	7
Comprehensive Dashboard/CAASPP	8
DFS	12
One-Pager	9
Outliers	10
Performance Gaps	9
Similar Schools	13
Student Group Focus Report	10
Tableau	10
Target Setting Tool	11
Top Growth	12

Riverside County Office of Education (RCOE) Data Catalog

CALKids	10
California Educator Reporting System (CERS)	20
Civil Rights Data Collection (ED)	17
College-Going Rates	5
Comprehensive School Improvement (CSI)	13
DataQuest	16
Data Protocols	18
Data Request Form	4
Differentiated Assistance	19
Ed-Data	17
English Learner Proficiency Assessments for California (ELPAC)	
CERS	20
County Report	5
Excel Tool (SCOE)	13
Participation Rate	13
Performance Gaps	11
Results	15
English Learner Progress Indicator (See CA School Dashboard)	
Expulsion Rate	
Performance Gaps	9
FAFSA (See Race To Submit)	
Graduation Rate Indicator (See CA School Dashboard)	
Local Control and Accountability Plan (LCAP)	
One-pager	8
Learning Recovery Emergency Block Grant (LREBG)	12
Target Setting Tool	14
Local Control Funding Formula (LCFF) Identification	13
National Student Clearinghouse Student Tracker	5
Race To Submit	17
Reclassification	8
School Plan for Student Achievement (SPSA) Target Setting Tool	14
Shiny App	13
Similar Schools (Alameda)	13

Riverside County Office of Education (RCOE) Data Catalog

Student Tracker	5
Suspension Rate (See CA School Dashboard)	
K-12 Suspension Report	9
Targeted Support and Improvement (TSI)	13
Test Operations Management System (TOMS) Data File Analytics Tool	13