

Teaching and Learning Update:

Preliminary California School Dashboard Indicators

August 20, 2026

Purpose of the Presentation



Objectives:

Update Trustees about progress toward goals in the 2026-27 LCAP Annual Update related to the California School Dashboard which will be published on October 15, 2026

- *Share preliminary results of 2025-26 Chronic Absenteeism and Progress of Students Learning English based on the 2026 Summative English Language Proficiency Assessment for California (ELPAC)*
- *Chronic Absenteeism and progress of Students Learning English were identified as key focus areas at the LCAP mid-year update in January*
- *Other Dashboard indicators will be shared with the Board in September and October*



2024- 2027 SCSD LCAP Goals

Goal 1 Succinct Version: Student Focused

Prioritize building learner profile skills to spark engagement and build student academic confidence



Goal 2 Succinct Version: Student Focused

Meet the academic and social emotional needs of all students so that they can reach their full academic and social potential



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Chronic Absenteeism: A Proactive Approach

For Learning

Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them

4 times

more likely to drop out of high school than proficient readers.



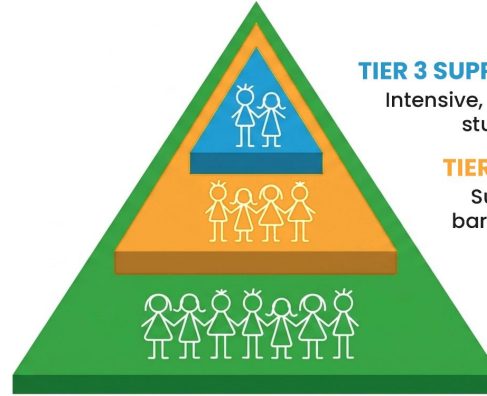
For Graduation



A student who is chronically absent any year between grades 8 and 12 is more than

7 times

more likely to drop out.



TIER 3 SUPPORTS

Intensive, Individual: Targeted individual student/family strategies

TIER 2 SUPPORTS

Supplemental, Targeted: Understanding barriers to attendance, identify and support individual student/family needs

TIER 1 SUPPORTS

Core, Universal: Fostering school and classroom Belonging; Understanding attendance patterns

Our approach is working!!

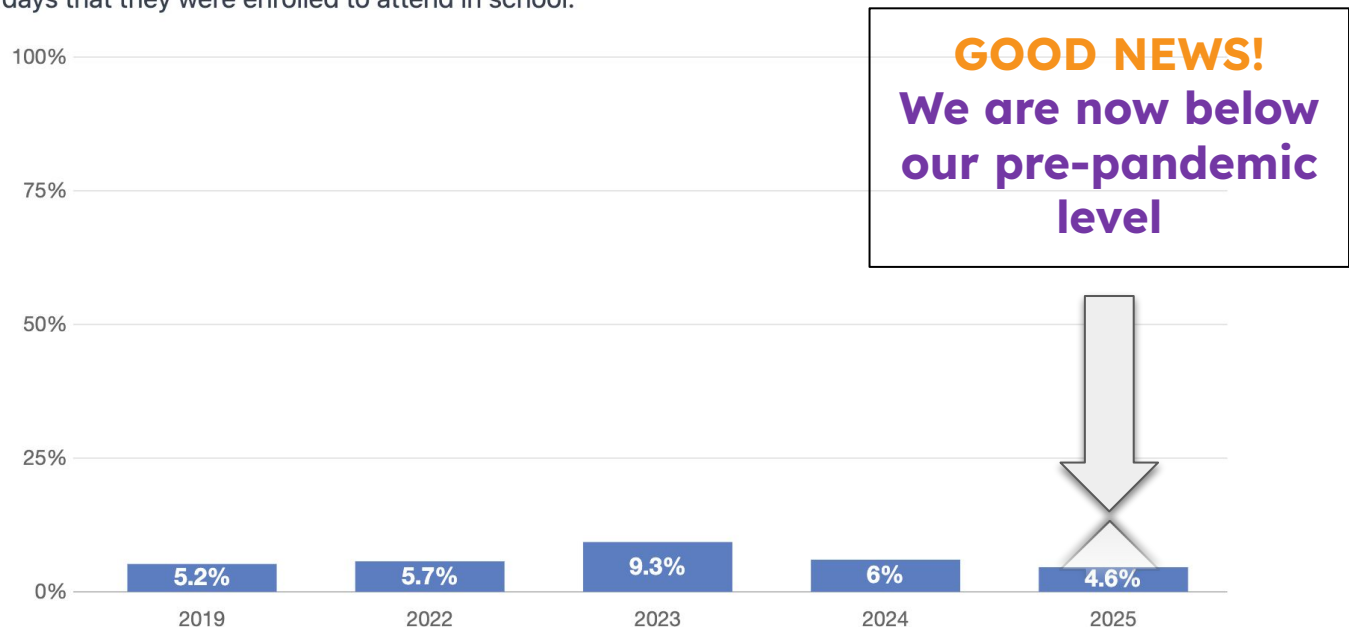


Chronic Absenteeism 2019-2025



Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.



Chronic Absenteeism By Student Group

Reminder: A student missing 10% or more of their enrolled days is considered chronically absent

Chronic Absenteeism

Student Group	2024-25	Preliminary 2025-26
All Students*	4.6% n=2908	4.6% n=2976
Students w/Disabilities*	14.3% n=286	11.5% n=292
Students Exp. Poverty*	14.1% n=327	14.8% n=338
Students Learning English*	9.6% n=167	8.5% n=132

*Percent of Student Group chronically absent



Focus on Students Learning English: A Strength and a Gap

Our work in aggressive reclassification continues to show positive results- even affecting Policy changes at the State level

English Language Arts Data Comparisons: English Learners

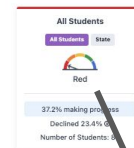
Additional information on science points for current English learners, prior or Reclassified English learners, and English Only students in Science.

Current English Learners	Recently Reclassified English Learners	English Only
88.7 points below standard Declined 24.1 Points @ Number of Students: 51	52.1 points above standard Increased 8.8 Points @ Number of Students: 126	88.1 points above standard Increased 5.6 Points @ Number of Students: 1,335

Analysis of data from last year's Dashboard also indicated a need to focus on instruction for Students Learning English

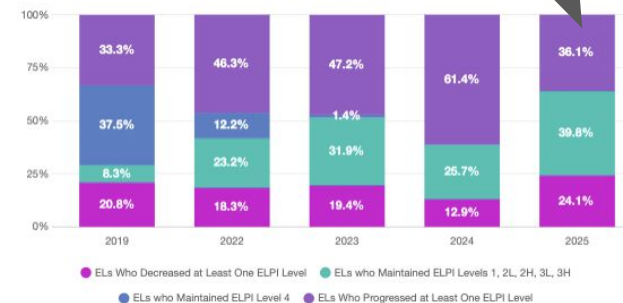
All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



*Based on 2025 Summative ELPAC Scores



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Focusing on Improvement for Students Learning English

While efforts in aggressive reclassification continued to reap great results, there was a clear need to refocus efforts on achievement for Students Learning English

We focused in on two strategies:

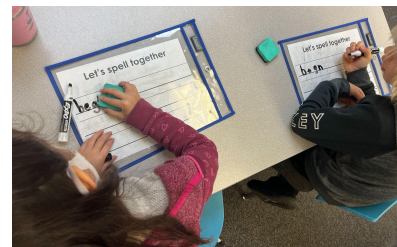
- Working with principals to provide further intervention for students that maintained or regressed on ELPAC
- Lesson Study project in collaboration with Stanford researchers



Summative ELPAC Results

Summative ELPAC

Performance Level	2024-25 (Number of Students)	Preliminary 2025-26 (Number of Students)
1 Beginning to Develop	27	9
2 Somewhat Developed	23	30
3 Moderately Developed	49	43
4 Well Developed	34	49



Of the 49 Students
Achieving at the
Well Developed
Level, 16 were from
grades 4 -8



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Next Steps

- Principals and staff will use the new SCSD Analytics Attendance Dashboard to monitor absenteeism
- Continued Efforts in Belonging and Inclusion for all students
- Expansion of the EL Lesson Study Project with Stanford Graduate School of Education
- Continued Efforts in Standards Based Teaching and approaches that build student agency



Questions and Discussion

