

# **2025 California Assessment of Student Performance and Progress (CAASPP), Dashboard and Career & College Indicators Update**

February 10, 2026

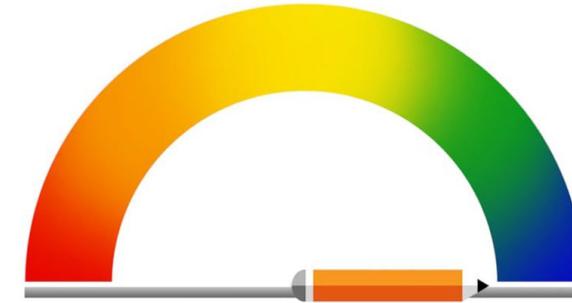
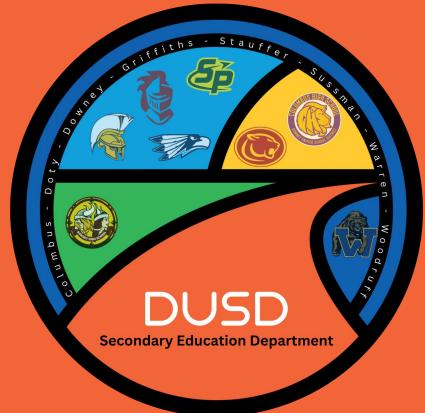
Dr. Jennifer Robbins, Director, Elementary Education  
Dr. Kathy Estevez, Director, Secondary Education  
Dr. Allan Tyner, Director, College and Career



# Overview of Presentation

## Presentation Highlights:

- Share the **2025 California School Dashboard** results
  - Released November 13, 2025
- Recognize how the **2025 CAASPP** performance is reflected in the Dashboard
  - Administered March-May 2025
  - Released October 2025
- Highlight and explain the **College/Career Indicator (CCI)**, with a focus on how it reflects student readiness and long-term success



# California School Dashboard

The California School Dashboard is the state's accountability and continuous improvement system designed to provide families, educators, and the public with accessible, transparent information about school and district performance.

It goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.

# Purpose of the California School Dashboard

The Dashboard is intended to:

- **Provide Clear Information**
- **Strengthen Transparency**
- **Support Continuous Improvement**
- **Promote Equity**
- **Align With State and Federal Requirements**

# Key Components of the Dashboard

The Dashboard reports performance using a combination of **Status** (current performance) and **Change** (year-over-year progress).

The Dashboard includes the following state indicators:

1. **Chronic Absenteeism Indicator**
2. **Suspension Rate Indicator**
3. **English Learner Progress Indicator**
4. **Graduation Rate Indicator**
5. **Academic Indicators** (Grades 3–8 ELA and Math achievement)
6. **College/Career Indicator** (High school readiness for postsecondary pathways)

# Interpretations of the colors

## California School Dashboard Statewide Results

Ratings for five measures, ranging from red, the lowest, to blue, the highest

Lowest Performance



Red

Highest Performance



Orange



Yellow



Green



Blue

# Five-by-Five Colored Grid

Performance Level	Declined Significantly (from Prior Year)	Declined (from Prior Year)	Maintained (from Prior Year)	Increased (from Prior Year)	Increased Significantly (from Prior Year)
Very High (Current Year)	Yellow	Green	Blue	Blue	Blue
High (Current Year)	Orange	Yellow	Green	Green	Blue
Medium (Current Year)	Orange	Orange	Yellow	Green	Green
Low (Current Year)	Red	Orange	Orange	Yellow	Yellow
Very Low (Current Year)	Red	Red	Red	Orange	Yellow

## How does the Dashboard display performance?

Performance is based on two factors:

- Current Year data for the measure (**Status**)
- Difference between current year and prior year data (**Change**)

# Subgroups

**The California School Dashboard also provides performance data by student subgroups:**

- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic/Latino
- Native Hawaiian or Pacific Islander
- Two or More Races
- White
- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities

# Chronic Absenteeism

Measures the percentage of students who miss 10% or more of instructional days.

2024



Yellow

22.8% chronically absent

Declined 7.8% ⬇

## EQUITY REPORT

Number of Student Groups in Each Color

4	1	8	0	0
Red	Orange	Yellow	Green	Blue

2025



Yellow

19.2% chronically absent

Declined 3.5% ⬇

## EQUITY REPORT

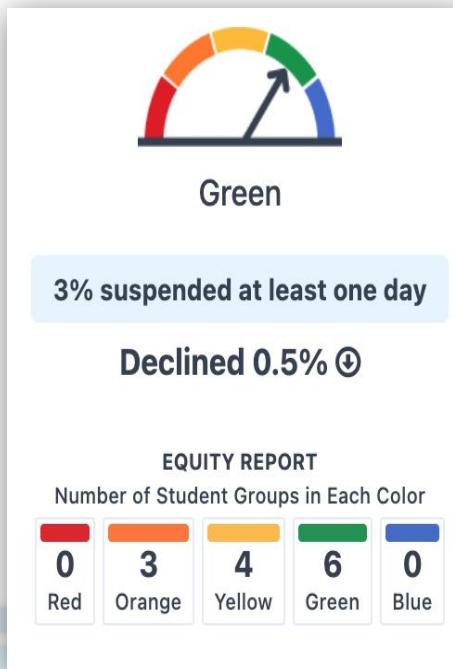
Number of Student Groups in Each Color

1	2	7	2	0
Red	Orange	Yellow	Green	Blue

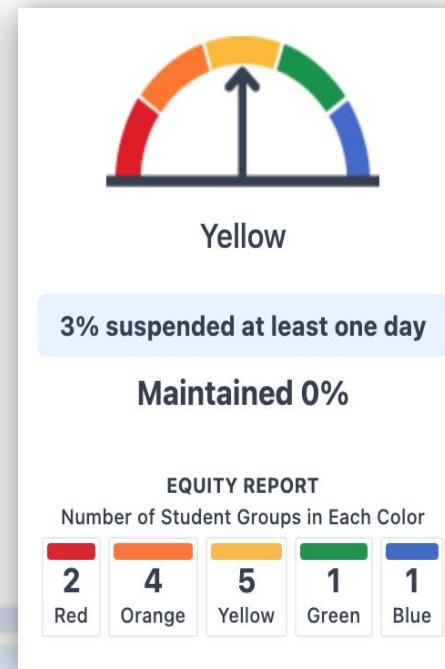
# Suspension Rate

Tracks the proportion of students suspended.

2024



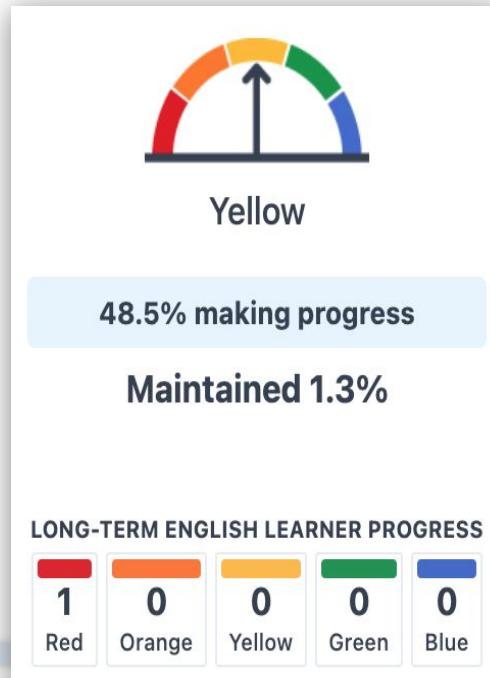
2025



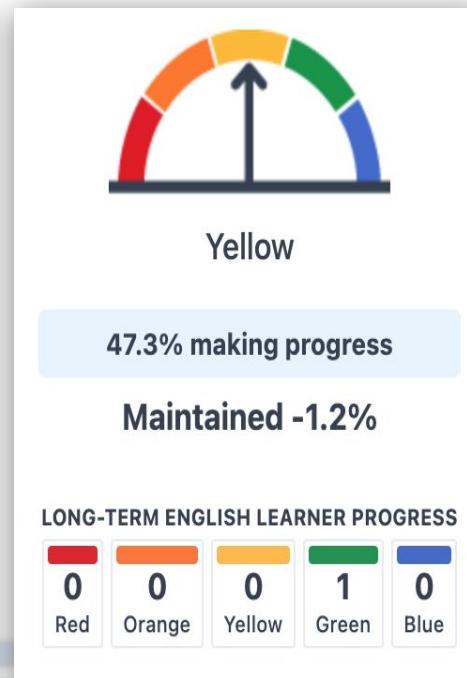
# English Learner Progress Indicator (ELPI)

How well English learners are advancing toward English proficiency.

2024



2025



# Graduation Rate

Indicates the percentage of students who graduated within four years.

2024



Blue

95.8% graduated

Maintained 0.5%

## EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	6	3
Red	Orange	Yellow	Green	Blue

2025



Blue

96.6% graduated

Maintained 0.9%

## EQUITY REPORT

Number of Student Groups in Each Color

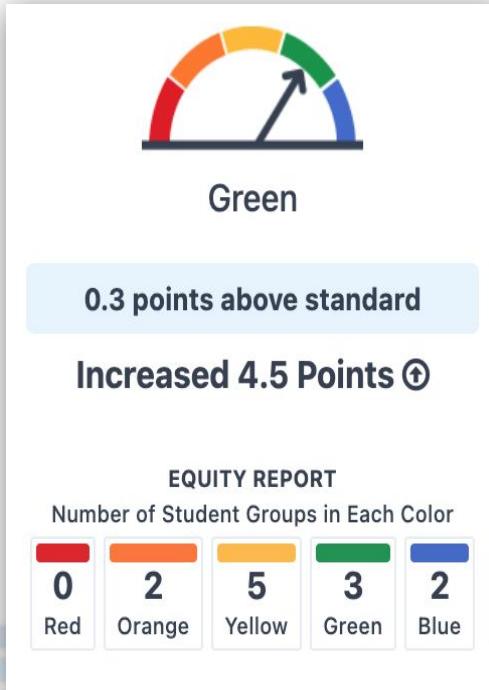
0	0	1	5	3
Red	Orange	Yellow	Green	Blue

# Academic Indicators (ELA)

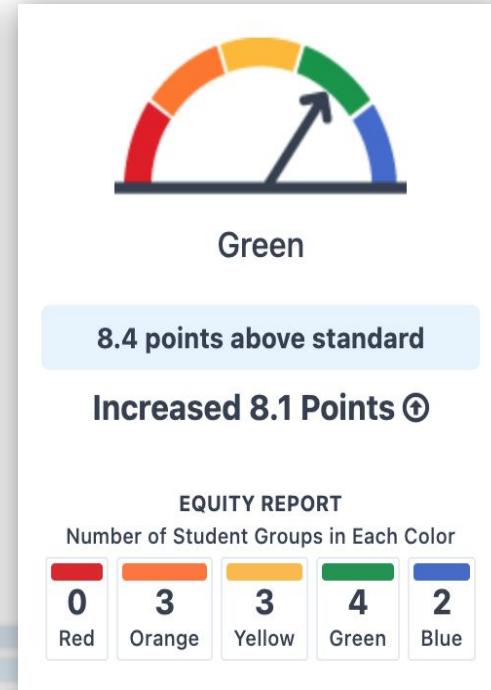
Measures student performance in English Language Arts and Mathematics on the Smarter Balanced assessments

## English Language Arts

2024



2025



# Academic Indicators (Math)

Measures student performance in English Language Arts, Mathematics and Science on the Smarter Balanced assessments

## Math

2024



Yellow

39.7 points below standard

Increased 5.6 Points ↑

### EQUITY REPORT

Number of Student Groups in Each Color

0	2	7	2	1
Red	Orange	Yellow	Green	Blue

2025



Yellow

27.6 points below standard

Increased 12.1 Points ↑

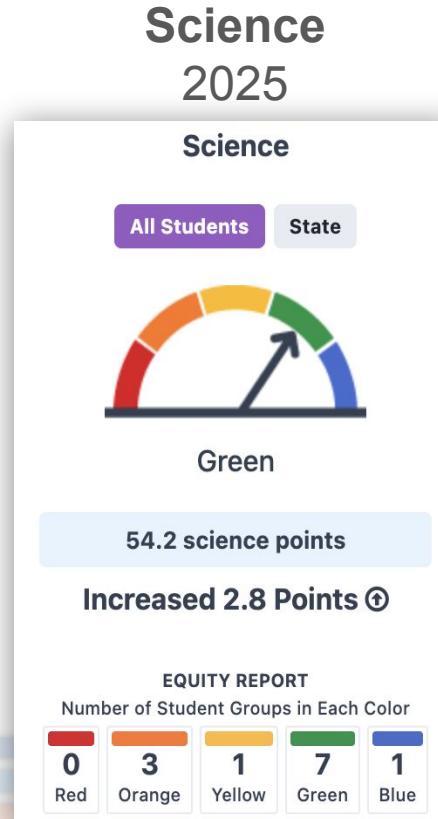
### EQUITY REPORT

Number of Student Groups in Each Color

0	2	6	3	1
Red	Orange	Yellow	Green	Blue

# Academic Indicators (Science)

Measures student performance in English Language Arts, Mathematics and Science on the Smarter Balanced assessments



## Informational Purposes

This data is not used for accountability determinations and it is the first year it has been shared.

# Board Goal #2

Downey Unified will increase student achievement in mathematics across all grade levels by utilizing multiple measures to identify needs, monitor progress, and implement targeted supports. The District will show measurable improvement in math proficiency, including a 5% increase in SBAC math scores and passage of third-year high school math courses.

# College/Career Readiness

Assess whether graduates are prepared for postsecondary education or the workforce.

2024



Green

Prepared 47.7%

Increased 5.1% ↑

## EQUITY REPORT

Number of Student Groups in Each Color

0	2	4	3	0
Red	Orange	Yellow	Green	Blue

2025



Blue

Prepared 59.1%

Increased 9.5% ↑

## EQUITY REPORT

Number of Student Groups in Each Color

0	0	3	4	2
Red	Orange	Yellow	Green	Blue



Downey Unified  
SCHOOL DISTRICT

# Understanding California's College/Career Indicator (CCI)

February 10, 2026

Measuring College and Career  
Readiness in Our District

Dr. Allan Tyner

# Board Goal

Downey Unified will increase the College and Career readiness rate by at least 5% for all students as measured by CSU/UC a-g course completion and College/Career Indicator (CCI) progress, with a targeted focus on closing opportunity gaps among historically underperforming student groups. We will strengthen our data systems to track a-g completion and CCI progress, allowing schools to identify at-risk students for early intervention.

# What is the CCI?

- A College/Career Indicator that is part of the California School Dashboard
- Measures how well schools prepare students for college and careers
- Combines academic and career readiness data

# Why the CCI Matters

- Required for Dashboard performance color (Accountability)
- Impacts public perception and state/federal supports
- Drives continuous improvement planning
- Helps identify equity gaps to develop high-impact interventions

# What are the different indicators?

The CCI looks at what students accomplish in high school aside from just grades. It focuses on things like:

## College Readiness

- Meeting A-G requirements with a C- or better
- Scoring a 3 or better in Math and ELA on the SBAC
- Passing challenging courses like AP, IB, or college courses
- Earning special recognition for acquired skills like the Seal of Biliteracy

# What are the different indicators?

The CCI looks at what students accomplish in high school aside from just grades. It focuses on things like:

## Career Readiness

- Completing a CTE Pathway
- Completing at least two years of Leadership/Military Science (JROTC)
- Completing a Registered Pre-Apprenticeship Program
- Completing State and Federal Job Work Programs
- Participating in Transition Classroom and Work-Based Learning Experiences (available for some students with IEP's)

# CCI Performance Levels

- Upon graduation, students are assigned to one of these three levels based on the highest benchmark measures that they meet.
  - Prepared
  - Approaching Prepared
  - Not Prepared

# How is our District Evaluated?



- CCI data is based on 12th grade graduate outcomes
- Evaluations reflect % of graduates Prepared or Approaching Prepared

## 2024 Dashboard:

47.7% Prepared

18.1% Approaching Prepared

34.1% Not Prepared

Performance color: **Green**

## 2025 Dashboard:

59.1% Prepared

13.9% Approaching Prepared

27.1% Not Prepared

Performance color: **Blue**



## COLLEGE/CAREER INDICATOR (CCI) MEASURES

**PREPARED** = High School Diploma + One Indicator

### College Indicators:

#### Smarter Balanced Summative Assessments

Receive a score of Level 3  
"Standard Met" or higher on  
BOTH of the following:

English Language  
Arts (ELA):  
Score of 3 or higher

AND

Mathematics:  
Score of 3 or higher

#### AP & IB Courses & Exams

Complete ONE of the following:

Complete two AP Courses  
w/grade C- or better  
**OR**

Complete two AP Exams:  
3 or higher  
**OR**

Complete one AP course  
with a grade of C- or better,  
AND one AP Exam 3 or  
higher. Topics cannot match.  
**OR**

Complete two IB Exams:  
4 or higher

#### College Credit Courses

Complete 2 semesters, 3  
quarters, or 3 trimesters  
of college coursework  
within high school with a  
grade of C- or better in  
academic or CTE subjects  
where college credits are  
awarded.

#### State Seal of Biliteracy (SSB)

Receive the State Seal  
of Biliteracy (SSB)

**AND**

Smarter Balanced ELA:  
3 or better

#### UC/CSU Requirements (a-g)

a-g Completion  
**AND**

One (1) below:

- ELA & Math SBSA: Score 3 on one, 2 on the other
- AP Exam/Course: One (AP) exam with 3 or better, OR grade of C- or higher in one AP course
- IB Exam: 4 or better on one exam
- CTE Completer: Complete a CTE Pathway
- College Course: Complete 1 semester, 2 quarters, or 2 trimesters of college coursework within high school with a grade of C- or better in academic/CTE subjects where college courses are awarded.

## COLLEGE/CAREER INDICATOR (CCI) MEASURES

**PREPARED** = High School Diploma + One Indicator

### Career Indicators:

#### Leadership/Military Science

- Complete two years of Leadership/Military Science
- AND**
- ELA & Math: Score 3 on one, 2 on the other

#### CTE Pathway

- Complete CTE Pathway w/C- or better in capstone course

**AND**

- One (1) below:

- ELA & Math SBSA: Score 3 on one, 2 on the other
- College Course: Complete 1 semester, 2 quarters, or 2 trimesters of college coursework outside of the completed CTE Pathway, with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course

#### Registered Pre-Apprenticeship

- Complete a registered pre-apprenticeship

#### State & Federal Job Programs

- Dashboard Alternative School Status [DASS] schools only.

- Complete one semester, two quarters, or two trimesters of a CTE course with a C- or better

**AND**

- Complete one (1) program below:

Workforce Innovation & Opportunity Act (WIOA), Job Corps, YouthBuild, California Conservation Corps (CCC)

#### Transition Classroom & Work-Based Learning

- Available only to students who earn an alternative pathway diploma through Education Code [EC] sections 51225.31 and 51225.32)

- 100 hours of work experience

**AND**

- Four semester courses\*

\*Courses: College and career exploration/preparation designed to prepare a student with an IEP for employment & independent living.



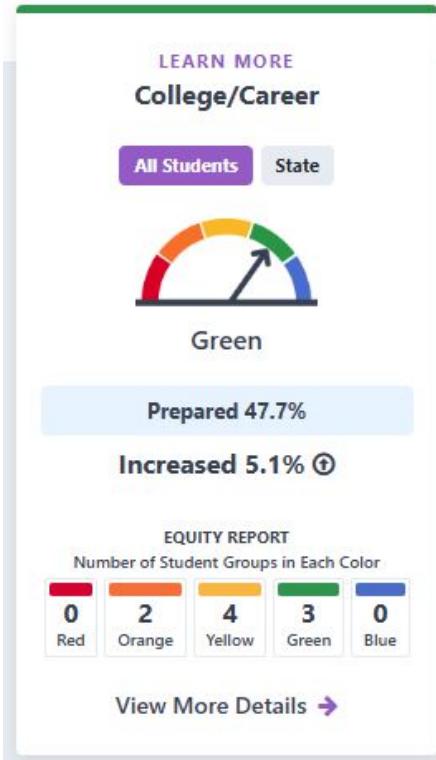
Downey Unified  
SCHOOL DISTRICT

# College/Career Indicator (cci) Data

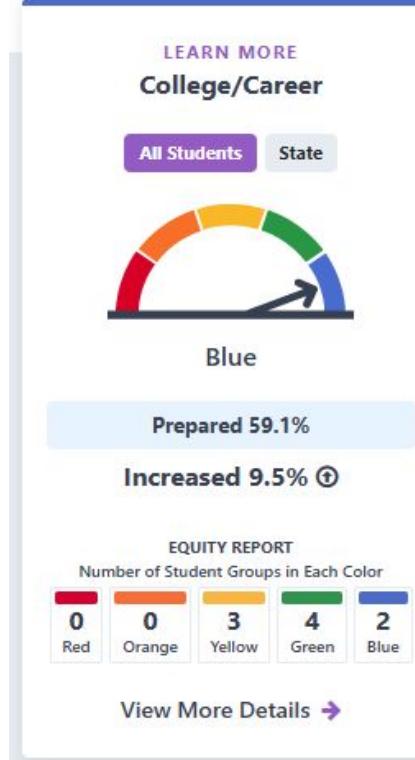


# District Dashboard Data

## 2024



## 2025





# District-How Students Met Prepared 2025

LEGEND for Percent Prepared	(0.1% - 25.0%) (L1)	(25.1% - 50.0%) (L2)	(50.1% - 75.0%) (L3)	(75.1% - 100%) (L4)
-----------------------------	------------------------	-------------------------	-------------------------	------------------------

Measure	All Students
CTE Pathway Completion	16.6% (195)
Smarter Balanced Assessment	38.0% (477)
College Credit Course	17.1% (201)
Advanced Placement	45.7% (537)
International Baccalaureate	0.0% (0)
Met UC/CSU Requirements	85.6% (1,007)
State Seal of Biliteracy	23.0% (270)
Leadership/Military Science	0.0% (0)

This table displays the number and percent of students assigned to Prepared Levels for each CCI measure.

The four shades represent four percentile ranges (as shown in the legend above) to help identify which measures have a high percentage (darker shade) or low percentage (lighter shade) of students meeting the criteria.

Schools/LEAs can prepare students in more than one measure. As a result, **the table contain duplicative counts.**

## District Strengths and Opportunities for Growth

### Strengths

- Increase in A-G Completion and CCI Preparedness
- Strong CTE Pathway offerings
- Growing Dual Enrollment opportunities
- High AP participation rates

### Areas for Growth

- Expand support for A-G completion
- Improve data systems for tracking career readiness
- Strengthen Workforce Apprenticeships



*Thank you!*





# College AND Career Readiness Matters

- Our district vision: Prepare ALL students to be college and career ready
- Success looks different for each student—readiness means access to both academic and workforce pathways
- Emphasizing both ensures students are equipped for post-secondary education, meaningful careers, and lifelong learning
- Aligns with the state's definition of well-rounded student outcomes
- Builds equity by valuing multiple pathways to success

# Highlights

## Grades (D/F Rates- Semester 1)

	18-19	19-20	20-21	21-22	22-23	23-24	Current Sem 1
Middle School	15%	Pass/No Pass	30%	25%	18%	17%	17%
High School	17%		22%	22%	20%	16%	15%

# Co-Teaching Highlights

## % Met Standard on ELA CAASPP

	2018	2019	2020	2021	2022	2023	2024
DUSD	8	8	0	0	12	14	21

 +7% Points

# Co-Teaching Highlights

## % A-G Completion Rate for SWD in Gen Ed

	2017	2018	2019	2020	2021	2022	2023	2024
DUSD	4	8	10	12	10	15	15	21

+6% Points

# High School Highlights

## %A-G Completion Rates

(Graduates Meeting CSU Requirements)

	2019	2020	2021	2022	2023	2024
Downey High	53.80%	57.30%	58.60%	61.80%	57.90%	58.30%
Warren High	55.30%	54.30%	56.70%	60.50%	62.10%	58.60%
Columbus High	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
DUSD *(Comprehensives only)	54.47%	55.89%	57.67%	61.24%	59.71%	58.43%
County	54.40%	50.20%	55.50%	55.40%	56.60%	56.50%
State	50.30%	50.60%	51.80%	51.10%	51.80%	51.50%

# High School Highlights

## Graduation Rates

	2019	2020	2021	2022	2023	2024
DUSD	96.10%	94.40%	94.20%	94.20%	95.36%	95.8%
County	81.8%	82.2%	82.5%	86.1%	84.4%	86.7%
State	88.10%	87.50%	87.70%	87.4%	86.4%	86.4%

# Interpreting Results



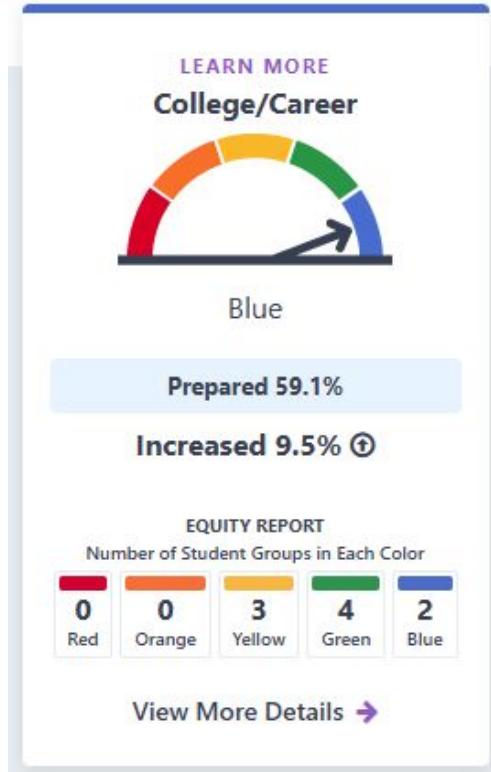
## What is different from before COVID (2020) regarding CAASPP?

- The State Board of Education approved adjusted blueprints for **2022, 2023, 2024, 2025**. This means the CAASPP was reduced by approximately 50%.

\* CAASPP will continue to be abbreviated for 2026



# District Dashboard Data 2025



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

English Learners

Long-Term English Learners

Students with Disabilities



Green

African American

Foster Youth

Homeless

White



Blue

Hispanic

Socioeconomically Disadvantaged



No Performance Color

Asian

Filipino

Two or More Races

Pacific Islander

# CAASPP Historical Timeline



- 2014-2019 DUSD participates in CAASPP
- 2020 & 2021 No testing (COVID)
- 2022-2025 An abbreviated CAASPP assessment is put into place. The CAT portion of the test is reduced by approximately 50%.

\* CAASPP will continue to be abbreviated for 2026

Do we need to continue to compare pre COVID to Post COVID?

## Middle and High School

### What are we doing to help our students achieve?

- Redesigning Interventions/Support Classes in ELA and Math
- Using Interim Assessment Blocks (IABs) throughout the year in ELA, Math & Science
- Implementing alternative bell schedules at four schools that allow for students to take support classes within the instructional day AND take an elective
- Focusing on Subgroups that have been historically underachieving - MLs and students with IEPs
- Offering Summer School Programs to all students that includes enrichment & intervention
- Providing professional development on technology integration

## Secondary Schools

### What are we doing to help our students achieve?

#### English Language Arts

- Creating and administering benchmarks for each grade level across all four middle schools
- Analyzing data from last year's benchmarks and CAASPP scores to inform instruction
- Refining Essential Standards in ELA based on last year's data
- Administering IABs regularly
- Using iReady to monitor learning and adjust instruction in middle school

# Middle School Science Results

## % Met and Exceeded Standards on CAST Science For Grade 8

Science	2022	2023	2024	2025
Doty	32	33	35	39
Griffiths	37	37	34	41
Stauffer	26	25	32	34
Sussman	26	20	24	24
County	27	28	28	32
State	29	28	29	32

## Secondary Schools

### What are we doing to help our students achieve?

#### Science

- Creating and administering Essential Standards and benchmarks for each grade level across all four middle schools
- Developing Essential Standards and benchmarks in high school
- Analyzing data from last year's benchmarks and CAST scores to inform instruction
- Providing professional development on the administration of NEW IABs
- Piloting the administration of CAST in 10th grade at Downey High School

## Secondary Schools

### What are we doing to help our students achieve?

#### **Math**

- Created a 6-12 Math Committee with representation from all secondary schools
- Transitioning from an Integrated Math Sequence to Traditional Math Sequence
  - Algebra I, Geometry, and Algebra II
- Creating a new math acceleration pathway at the middle school beginning in 6th grade
- Focusing on foundational skills using MathFact Lab in 6th grade
- Redesigning math support class focusing on Essential Standards and foundational skills
- Administrators are conducting Math Instructional Walkthroughs in every math classroom (100+) across all secondary schools to define best practices

## College/Career Indicator: Measures of College Readiness



The College/Career Indicator (CCI) shows how well local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. For this reason, the CCI consists of both college- and career-readiness measures. This flyer contains the college-readiness measures. For career-readiness measures, please access the Measures of College Readiness document on the [California Department of Education \(CDE\) College/Career Indicator web page](#).

College readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. Several measures have been approved by the State Board of Education as indicating college readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."



### Prepared

Graduates classified as Prepared must meet at least one of the following criteria:

- **Smarter Balanced Summative Assessments**  
Receive a score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- **Advanced Placement (AP)**
  - Complete two AP courses with a grade of C- or better;
  - Receive a score of 3 or higher on two AP exams; or
  - Complete one AP course with a grade of C- or better and receive a score of 3 or higher on an AP exam. The qualifying AP course and qualifying AP exam topics cannot match.
- **International Baccalaureate (IB)**  
Receive a score of 4 or higher on two IB exams
- **College Credit Courses**  
Complete two semesters, three quarters, or three trimesters of college coursework within high school with a grade of C- or better in academic/Career Technical Education (CTE) subjects where college credits are awarded
- **State Seal of Biliteracy (SSB)**  
Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments

## College/Career Indicator: Measures of Career Readiness



The College/Career Indicator (CCI) shows how well local educational agencies (LEAs) and schools are preparing high school students for success after graduation, whether in postsecondary education or in a career. For this reason, the CCI consists of both college- and career-readiness measures. This flyer contains the career-readiness measures. For college-readiness measures, please access the Measures of College Readiness document on the [California Department of Education \(CDE\) College/Career Indicator web page](#).

Career readiness means completing rigorous coursework and engaging in learning experiences that are designed to prepare students for the workforce. Several measures have been approved by the State Board of Education as indicating career readiness, as shown below. For each measure, specific criteria are used to determine whether a student is "Prepared" or "Approaching Prepared."



### Prepared

Graduates classified as Prepared must meet at least one of the following criteria:

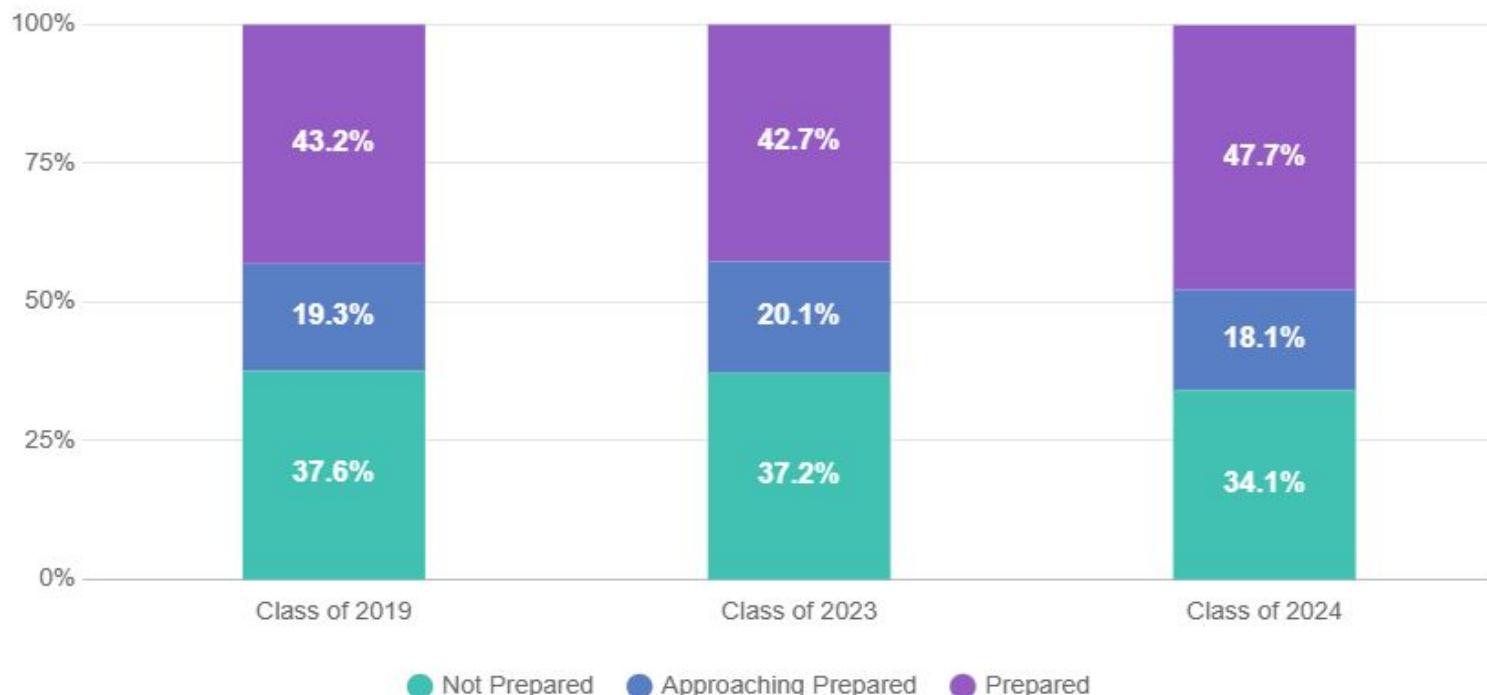
- **Leadership/Military Science**  
Complete two years of Leadership/Military Science and receive a score of Level 3 or higher in either the English language arts/literacy (ELA) or the mathematics Smarter Balanced Summative Assessment and a score of Level 2 "Standard Nearly Met" or higher in the other assessment
- **Career Technical Education (CTE) Pathway**  
Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
  - Smarter Balanced Summative Assessments: receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other
  - Complete one semester, two quarters, or two trimesters of College Credit Courses, outside of the completed CTE Pathway, with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
- **Registered Pre-Apprenticeship**  
Complete a registered pre-apprenticeship



# District Dashboard Data 2024

## College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



# Local Indicators

Measures tied to state priorities

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Local Climate Survey

STANDARD MET

Basics: Teachers,  
Instructional Materials,  
Facilities

STANDARD MET

# About the CAASPP

In the Smarter Balanced assessments, there are two tests for both ELA and math.

Students take the computer adaptive test (**CAT**) and the performance tasks (**PTs**) as separate tests for each content area.

- A **CAT** is an adaptive test designed to adjust the level of item difficulty, on the basis of the responses provided, to match the ability of a student.
- A **PT** is a nonadaptive form designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. PTs are not targeted to students' specific ability levels and are assigned randomly to students.

# Interpreting Results

## CAASPP Results Information Purposes

### Per California Department of Education (CDE):

CAASPP assessment results are only one measure of student achievement and proficiency. Assessment results should be combined with other measures like report card grades, classroom work, and teacher observations to give families and teachers a more complete picture of each child's learning and progress.

Teachers and administrators should not use assessment results in isolation to make inferences about instructional needs.

# Middle School ELA Results

**% Met and Exceeded Standards on CAASPP ELA For Grade 6, 7, and 8**

ELA	2019	2022	2023	2024	2025
Doty	56	42	47	50	54
Griffiths	54	45	50	55	58
Stauffer	49	47	49	54	51
Sussman	43	41	40	44	46
County	49	47	46	47	50
State	50	47	46	46	48

# Middle School Math Results

## % Met and Exceeded Standards on CAASPP Math For Grade 6, 7, and 8

Math	2022	2023	2024	2025
Doty	24	31	31	33
Griffiths	35	36	42	49
Stauffer	29	31	33	37
Sussman	22	22	27	31
County	30	31	33	37
State	31	33	33	36



# District- 5 x 5 College/Career Placement Report 2024

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
<b>VERY HIGH</b> <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>HIGH</b> <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
<b>MEDIUM</b> <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"><li><u>Downey Unified (District Placement)</u></li><li><u>Downey High</u></li><li><u>Warren (East) High</u></li></ul>	Green (None)
<b>LOW</b> <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW</b> <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange <ul style="list-style-type: none"><li><u>Columbus (Christopher) High</u></li></ul>	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

## Total Number of Schools in Each Performance Level

All Schools	Red	Orange	Yellow	Green	Blue
3	0	1	0	2	0



# District- 5 x 5 College/Career Placement Report 2025

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
<b>VERY HIGH</b> <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>HIGH</b> <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"><li>Warren (Earl) High</li></ul>	Blue <ul style="list-style-type: none"><li>Downey Unified (District Placement)</li><li>Downey High</li></ul>
<b>MEDIUM</b> <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
<b>LOW</b> <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW</b> <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red <ul style="list-style-type: none"><li>Columbus (Christopher) High</li></ul>	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

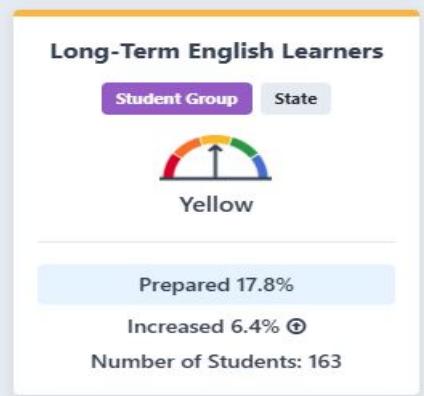
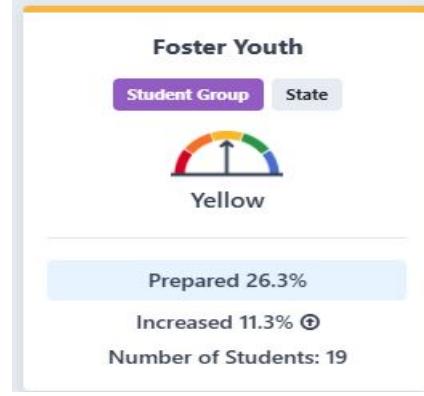
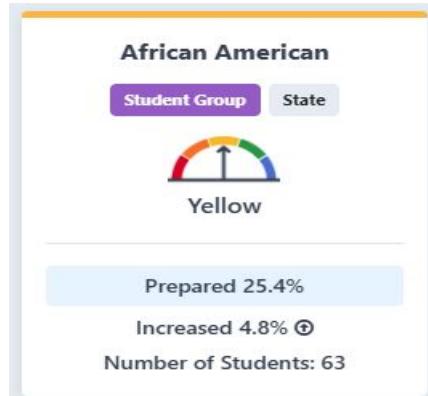
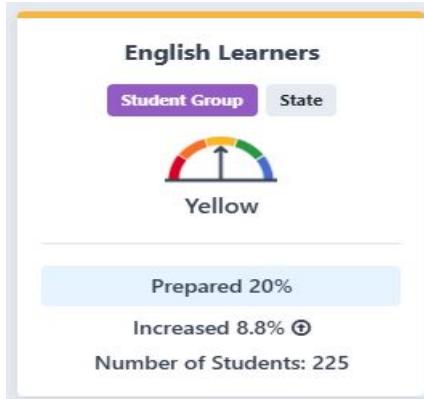
## Total Number of Schools in Each Performance Level

All Schools	Red	Orange	Yellow	Green	Blue
3	1	0	0	1	1



# District Dashboard Data 2024

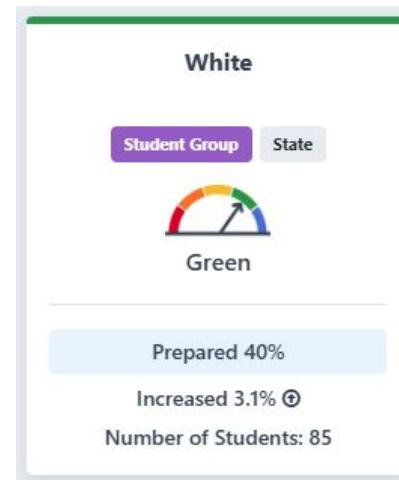
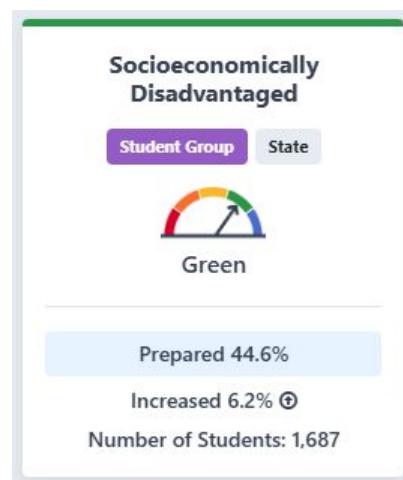
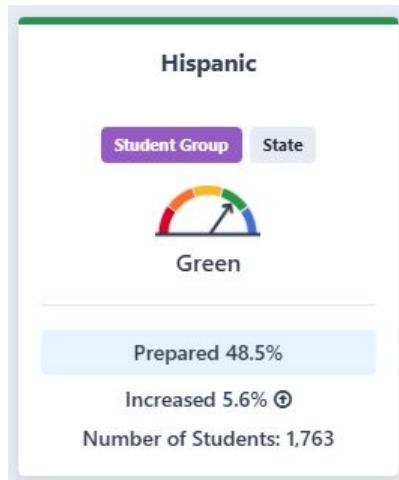
## Groups By Performance Level (Orange and Yellow)





# District Dashboard Data 2024

## Groups By Performance Level (Green)





# District Dashboard Data 2025

## Groups By Performance Level (Yellow and Green)

### English Learners



Prepared 29.7%

Increased 10.5% ⓘ

Number of Students: 236

### Long-Term English Learners



Prepared 27.6%

Increased 11.6% ⓘ

Number of Students: 156

### Students with Disabilities



Prepared 21.9%

Increased 9.1% ⓘ

Number of Students: 297

### African American



Green

Prepared 39.7%

Increased 14.3% ⓘ

Number of Students: 73

### Foster Youth



Green

Prepared 40%

Increased 24.2% ⓘ

Number of Students: 15

### Homeless



Green

Prepared 38.1%

Increased 21% ⓘ

Number of Students: 126

### White



Green

Prepared 59.3%

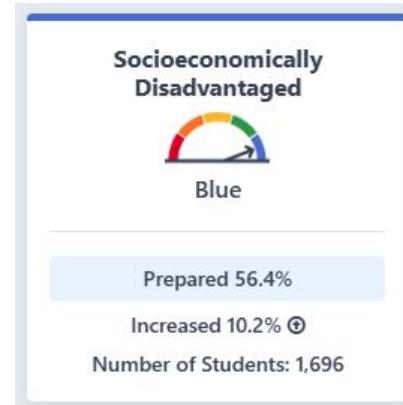
Increased 13.4% ⓘ

Number of Students: 86



# District Dashboard Data 2025

## Groups By Performance Level (Blue)

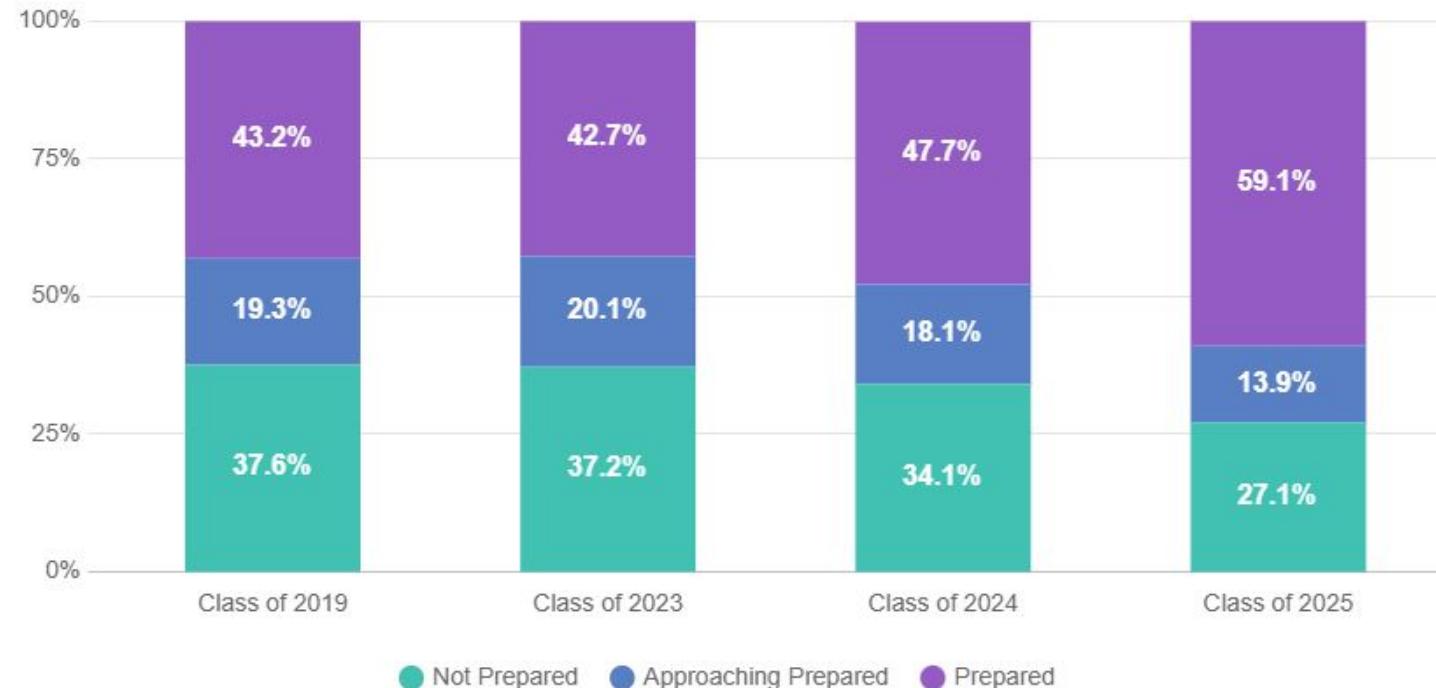




# District Dashboard Data 2025

## College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.





# District Dashboard Data 2024

LEARN MORE

## College/Career

All Students State



Green

Prepared 47.7%

Increased 5.1% ⓘ

### EQUITY REPORT

Number of Student Groups in Each Color

0	2	4	3	0
Red	Orange	Yellow	Green	Blue

[View More Details ➔](#)

## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

Homeless  
Students with Disabilities



Yellow

African American  
English Learners  
Foster Youth  
Long-Term English Learners



Green

Hispanic  
Socioeconomically Disadvantaged  
White



Blue

No Student Groups

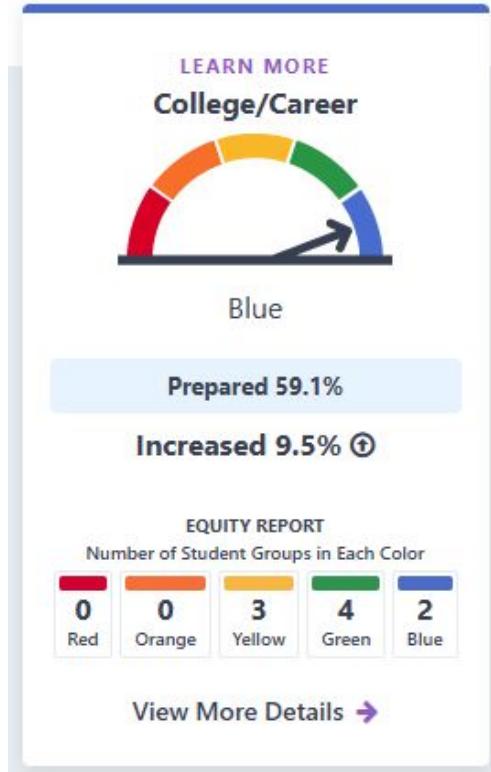


No Performance Color

Asian  
Filipino  
Two or More Races  
Pacific Islander



# District Dashboard Data 2025



## Student Group Details

### All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

No Student Groups



Yellow

English Learners

Long-Term English Learners

Students with Disabilities



Green

African American

Foster Youth

Homeless

White



Blue

Hispanic

Socioeconomically Disadvantaged



No Performance Color

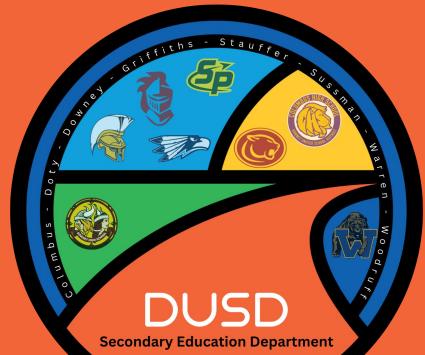
Asian

Filipino

Two or More Races

Pacific Islander

# Academic Indicator- CAASPP



# About the CAASPP

CAASPP results give one measure of how well students are mastering California's challenging academic standards.

Students take the **CAASPP** in both **ELA** and **Math** in the following grades:

- 3rd-8th
- 11th

Students take California Science Test (**CAST**) in the following grades:

- 5th
- 8th
- One time in either 10th or 11th

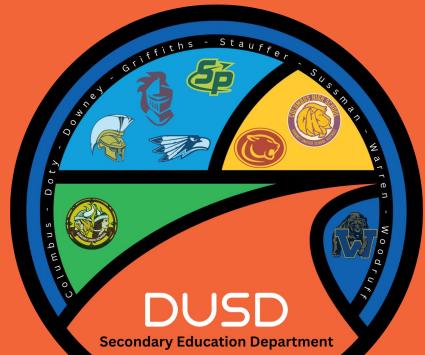
# Interpreting Results

## Overall Achievement Levels:

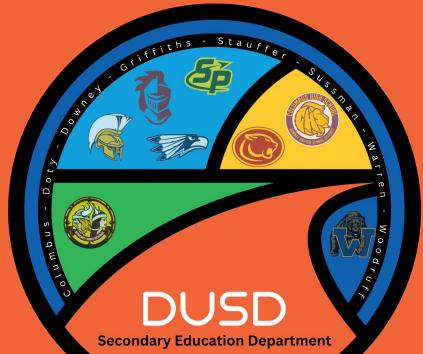
Student test results are reported in the following overall achievement levels:

- Level 4—Standard Exceeded
- Level 3—Standard Met
- Level 2—Standard Nearly Met
- Level 1—Standard Not Met

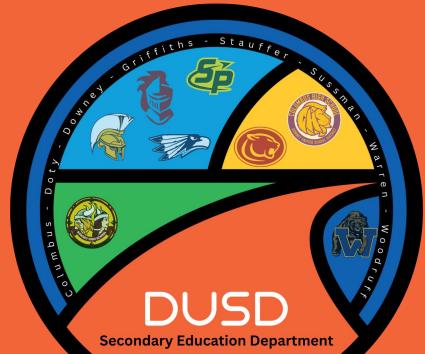
# Middle School CAASPP Results



# High School CAASPP Results



# CAASPP Results



# Elementary CAASPP Results

## ELA CAASPP % Met & Exceeded Results

ELA	2022	2023	2024	2025
District (Elementary)	46	50	50	<b>53</b>
County	46	46	46	48
State	44	45	45	46

# Elementary CAASPP Results

## Math CAASPP % Met & Exceeded Results

Math	2022	2023	2024	2025
District (Elementary)	38	42	46	47
County	34	41	43	45
State	38	40	41	42

# Elementary CAASPP Results

## Science CAST % Met & Exceeded Results

Science	2022	2023	2024	2025
District (Elementary- 5th Grade)	26	30	29	<b>34</b>
County	30	30	33	33
State	31	32	33	33

# Middle School ELA Results

## % Met and Exceeded Standards on CAASPP ELA For Grade 6, 7, and 8

ELA	2022	2023	2024	2025
DUSD	43	46	51	53
County	47	46	47	50
State	47	46	46	48

# Middle School Math Results

## % Met and Exceeded Standards on CAASPP Math For Grade 6, 7, and 8

Math	2022	2023	2024	2025
DUSD	27	30	34	39
County	30	31	33	37
State	31	32	33	36

# Middle School Science Results

## % Met and Exceeded Standards on CAST For Grade 8

Science	2022	2023	2024	2025
DUSD	30	29	32	36
County	27	28	28	32
State	29	28	29	32

# High School **ELA** Results

## % Met and Exceeded Standards on CAASPP ELA For Grade 11

ELA	2022	2023	2024	2025
DHS	64	64	66	64
WHS	58	69	71	72
CHS	18	20	12	15
County	54	56	56	59
State	55	55	55	57

# High School Math Results

## % Met and Exceeded Standards on CAASPP Math For Grade 11

Math	2022	2023	2024	2025
DHS	28	32	28	37
WHS	21	21	24	35
CHS	1	2	0	0
County	26	27	28	36
State	27	27	28	31

# High School Science Results

## % Met and Exceeded Standards on CAST For Grade 11

Science	2022	2023	2024	2025
DHS	20	27	23	36
WHS	23	29	28	34
CHS	7	5	4	3
County	28	28	30	34
State	31	31	31	34



# District-How Students Met Prepared 2024

## How Students Met Prepared

The table below displays the number and percent of students assigned to Prepared Levels for each CCI measure by student group. The four shades (or levels) represent four percentile ranges (as shown in the legend below) to help identify which measures have a high percentage (darker shade) or low percentage (lighter shade) of students meeting the criteria. Students can meet more than one measure. As a result, the tables contain duplicative counts.

Calculation Formula Example:

For All Students: (Number of CTE Prepared Students) *divided by* (Total Number of Prepared Students)

For Student Groups: (Number of English learners who met CTE Prepared) *divided by* (Total Number of Prepared English learners)

LEGEND for Percent Prepared	(0.1% - 25.0%) (L1)	(25.1% - 50.0%) (L2)	(50.1% - 75.0%) (L3)	(75.1% - 100%) (L4)
-----------------------------	------------------------	-------------------------	-------------------------	------------------------

Measure	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Long-Term English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
CTE Pathway Completion	17.9% (168) (L1)	18.8% (3) (L1)	--	21.1% (4) (L1)	*	18.2% (156) (L1)	*	14.7% (5) (L1)	0.0% (0) (L1)	6.7% (3) (L1)	10.3% (3) (L1)	17.6% (132) (L1)	17.4% (8) (L1)	0.0% (0) (L1)	12.5% (2) (L1)
Smarter Balanced Assessment	47.3% (444) (L2)	25.0% (4) (L1)	--	68.4% (13) (L3)	*	46.1% (394) (L2)	*	61.8% (21) (L3)	85.7% (6) (L4)	13.3% (6) (L1)	17.2% (5) (L1)	44.1% (332) (L2)	23.9% (11) (L1)	40.0% (2) (L2)	31.3% (5) (L2)
College Credit Course	9.7% (91) (L1)	25.0% (4) (L1)	--	15.8% (3) (L1)	*	9.4% (80) (L1)	*	8.8% (3) (L1)	14.3% (1) (L1)	11.1% (5) (L1)	17.2% (5) (L1)	10.9% (82) (L1)	15.2% (7) (L1)	0.0% (0) (L1)	6.3% (1) (L1)
Advanced Placement	27.5% (258) (L2)	12.5% (2) (L1)	--	36.8% (7) (L2)	*	27.3% (233) (L2)	*	29.4% (10) (L2)	14.3% (1) (L1)	26.7% (12) (L2)	10.3% (3) (L1)	24.9% (187) (L1)	8.7% (4) (L1)	0.0% (0) (L1)	25.0% (4) (L1)
International Baccalaureate	0.0% (0) (L1)	0.0% (0) (L1)	--	0.0% (0) (L1)	*	0.0% (0) (L1)	*	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)
a-g Completion	88.1% (827) (L4)	87.5% (14) (L4)	--	94.7% (18) (L4)	*	87.6% (749) (L4)	*	97.1% (33) (L4)	71.4% (5) (L3)	68.9% (31) (L3)	72.4% (21) (L3)	86.8% (653) (L4)	56.5% (26) (L3)	60.0% (3) (L3)	75.0% (12) (L3)



# District-How Students Met Prepared 2025

## How Schools/LEAs Prepared Students

The table below displays the number and percent of students assigned to Prepared Levels for each CCI measure by student group. The four shades (or levels) represent four percentile ranges (as shown in the legend below) to help identify which measures have a high percentage (darker shade) or low percentage (lighter shade) of students meeting the criteria. Schools/LEAs can prepare students in more than one measure. As a result, the tables contain duplicative counts.

Calculation Formula Example:

For All Students: (Number of CTE Prepared Students) divided by (Total Number of Prepared Students)

For Student Groups: (Number of English learners who met CTE Prepared) divided by (Total Number of Prepared English learners)

LEGEND for Percent Prepared	(0.1% - 25.0%) (L1)	(25.1% - 50.0%) (L2)	(50.1% - 75.0%) (L3)	(75.1% - 100%) (L4)
-----------------------------	------------------------	-------------------------	-------------------------	------------------------

Measure	All Students	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or More Races	English Learners	Long-Term English Learners	Socioeconomically Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
CTE Pathway Completion	16.6% (195) (L1)	27.6% (8) (L2)	—	16.0% (4) (L1)	50.0% (6) (L2)	15.9% (167) (L1)	*	15.7% (8) (L1)	*	7.1% (5) (L1)	9.3% (4) (L1)	16.5% (158) (L1)	10.8% (7) (L1)	33.3% (2) (L2)	12.5% (6) (L1)
Smarter Balanced Assessment	38.0% (447) (L2)	31.0% (9) (L2)	—	68.0% (17) (L3)	58.3% (7) (L3)	37.1% (390) (L2)	*	41.2% (21) (L2)	*	7.1% (5) (L1)	4.7% (2) (L1)	36.3% (347) (L2)	13.8% (9) (L1)	33.3% (2) (L2)	27.1% (13) (L2)
College Credit Course	17.1% (201) (L1)	13.8% (4) (L1)	—	12.0% (3) (L1)	8.3% (1) (L1)	17.7% (186) (L1)	*	9.8% (5) (L1)	*	7.1% (5) (L1)	11.6% (5) (L1)	16.4% (157) (L1)	21.5% (14) (L1)	16.7% (1) (L1)	10.4% (5) (L1)
Advanced Placement	45.7% (537) (L2)	17.2% (5) (L1)	—	76.0% (19) (L4)	50.0% (6) (L2)	45.5% (478) (L2)	*	52.9% (27) (L3)	*	30.0% (21) (L2)	25.6% (11) (L2)	42.1% (403) (L2)	6.2% (4) (L1)	16.7% (1) (L1)	45.8% (22) (L2)
International Baccalaureate	0.0% (0) (L1)	0.0% (0) (L1)	—	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	*	0.0% (0) (L1)	*	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)
Met UC/CU Requirements	85.6% (1,007) (L4)	86.2% (25) (L4)	—	88.0% (22) (L4)	100.0% (12) (L4)	85.2% (895) (L4)	*	88.2% (45) (L4)	*	62.9% (44) (L3)	58.1% (25) (L3)	83.8% (802) (L4)	52.3% (34) (L3)	50.0% (3) (L2)	79.2% (38) (L4)