

School Accountability Report Card

Data Element Definitions and Sources 2008-09

**California Department of Education
Policy and Evaluation Division
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Table of Contents

I. Data and Access

DataQuest1
 Internet Access.....2

II. About this School

Contact Information3
 School Description and Mission Statement4
 Opportunities for Parental Involvement5
 Student Enrollment by Grade Level.....6
 Student Enrollment by Group7
 Average Class Size and Class Size Distribution (Elementary)8
 Average Class Size and Class Size Distribution (Secondary)9

III. School Climate

School Safety Plan10
 Suspensions and Expulsions.....11

IV. School Facilities

School Facility Conditions and Planned Improvements.....12
 School Facility Good Repair Status.....15

V. Teachers

Teacher Credentials16
 Teacher Misassignments and Vacant Teacher Positions17
 Core Academic Classes Taught by No Child Left Behind Compliant Teachers.....18

VI. Support Staff

Academic Counselors and Other Support Staff.....19

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials.....20

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries22
 Types of Services Funded.....24
 Teacher and Administrative Salaries25

Table of Contents (continued)

IX. Student Performance

Standardized Testing and Reporting Results for All Students – Three-Year Comparison27

Standardized Testing and Reporting Results by Student Group – Most Recent Year.....29

California High School Exit Examination Results for All Students – Three-Year Comparison31

California High School Exit Examination Results by Student Group – Most Recent Year32

California Physical Fitness Test Results.....33

X. Accountability

Academic Performance Index Ranks – Three-Year Comparison34

Academic Performance Index Growth by Student Group – Three-Year Comparison.....35

Adequate Yearly Progress Overall and by Criteria36

Federal Intervention Program.....37

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities.....38

Dropout Rate and Graduation Rate39

Completion of High School Graduation Requirements41

Career Technical Education Programs.....42

Career Technical Education Participation.....44

Courses for University of California and/or California State University Admission46

Advanced Placement Courses47

XII. Instructional Planning and Scheduling

Professional Development.....48

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students49

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students51

DataQuest

Specific Requirements

Information concerning data available on the California Department of Education (CDE) *DataQuest* Internet Web page, including the Uniform Resource Locator (URL) for that Internet Web site.

Education Code Section 33126.1 (b)(4)

Definitions

DataQuest is an online data tool that contains additional information about any school and comparisons of a school to the district, the county, and the state.

Guidelines and Data Sources

DataQuest is a dynamic system that provides reports for accountability. It includes Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners (ELs). Information is available on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Information provided by the CDE.

Internet Access

Specific Requirements

Information concerning the availability of Internet access at public libraries and other locations that are publicly accessible.

Education Code Section 33126.1 (b)(6)

Definitions

Description of public access to the Internet.

Guidelines and Data Sources

Information provided by the CDE.

Contact Information

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

School name, address, phone number, principal, and e-mail address.

District name, phone number, Web site, superintendent, e-mail address, and county-district-school (CDS) code.

Guidelines and Data Sources

School, district, principal, and superintendent names and addresses are provided by the California Department of Education (CDE) from the CDE California School Directory Web page at <http://www.cde.ca.gov/re/sd/>. The remaining contact information is to be provided by the local educational agency (LEA)/school.

LEAs should review the contact information provided by the CDE to verify that it is current for this school year. Any necessary revisions should be reported to the CDE using the E-mail Update Request form found on the CDE California School Directory Web page at <http://www.cde.ca.gov/re/sd/email.asp>.

Data provided by the LEA and the CDE.

School Description and Mission Statement

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

Background information about the school, its programs, and its goals.

Guidelines and Data Sources

Narrative is developed by the local educational agency (LEA)/school. Questions that may be answered include:

- What makes the school unique?
- What are the school's goals as expressed in the single school plan?
- What are the school's progress indicators?
- How often are the progress indicators monitored?
- What school wide programs exist at the school?

Narrative provided by the LEA.

Opportunities for Parental Involvement

Specific Requirements

Contact information pertaining to any organized opportunities for parental involvement.

Education Code Section 33126 (b)(15)

Definitions

Description of organized opportunities for parental involvement.

Contact person name.

Contact person phone number.

Guidelines and Data Sources

Information and narrative are developed by the local educational agency (LEA)/school.

Narrative provided by the LEA.

Student Enrollment by Grade Level

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

The number of students at the school in each grade level.

Guidelines and Data Sources

Data are derived from the California Basic Educational Data System (CBEDS).

A report can be generated from the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Data provided by the CDE.

Student Enrollment by Group

Specific Requirements

There is no legal requirement for this section; it is provided in the template as a courtesy.

Definitions

The percent of students at the school by racial/ethnic subgroup, and the percent of students at the school who are identified as socioeconomically disadvantaged, English learners (ELs), and students with disabilities.

Guidelines and Data Sources

Racial/ethnic subgroup data are derived from California Basic Educational Data System (CBEDS). A report can be generated from the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Data for the socioeconomically disadvantaged, ELs, and students with disabilities subgroups are derived from the 2009 Growth Academic Performance Index (API) Report, which is available on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>. The percent of students identified as socioeconomically disadvantaged equals the number of socioeconomically disadvantaged students included in the API divided by the number of students enrolled on the first day of testing.

Data provided by the CDE.

Average Class Size and Class Size Distribution (Elementary)

Specific Requirements

Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level and the average class size by grade level.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, as defined by California Basic Educational Data System (CBEDS):

- Distribution of class sizes at the school site by grade level
- Average class size by grade level

Guidelines and Data Sources

For schools/grades organized into self-contained classrooms (e.g., kindergarten and grades one through six in elementary schools), data are reported as the average class size and the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more.

The CBEDS calculations of the average class size by grade level and the class size distribution by grade level exclude classrooms of 50 or more students.

Data are reported from the CBEDS and may be obtained from the CDE CBEDS PAIF Downloadable Data Files Web page at <http://www.cde.ca.gov/ds/ss/cb/filespaif.asp>.

Data provided by the CDE.

Average Class Size and Class Size Distribution (Secondary)

Specific Requirements

Progress toward reducing teaching loads, including the distribution of class sizes at the school site and the average class size.

Education Code Section 33126 (b)(4)

Definitions

For the most recent three-year period, as defined by California Basic Educational Data System (CBEDS):

- Distribution of class sizes at the school site by subject taught
- Average class size by subject taught

Guidelines and Data Sources

For secondary schools with departmentalized programs, data are reported by subject area (English, mathematics, science, and social science) as the average class size and the number of classrooms within each of the following class sizes: 1-22, 23-32, and 33 or more.

The CBEDS calculations of the average class size by subject taught and the class size distribution by subject taught exclude classrooms of 50 or more students.

Data are reported from the CBEDS and may be obtained from the CDE CBEDS PAIF Downloadable Data Files Web page at <http://www.cde.ca.gov/ds/ss/cb/filespaif.asp>.

Data provided by the CDE.

School Safety Plan

Specific Requirements

Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card prepared pursuant to *Education Code* Sections 33126 and 35256.

Education Code Section 32286

Definitions

The dates on which the school safety plan was last reviewed, updated, and discussed with school faculty, as well as a brief description of the key elements included in the plan.

Guidelines and Data Sources

Safe Schools: A Planning Guide for Action, 2002 Edition provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. This document is available for purchase from the California Department of Education (CDE) Press Office on the CDE Educational Resources Catalog Web page at <http://www.cde.ca.gov/re/pn/rc/>. Other resources related to school safety planning are available on the CDE Violence Prevention Web page at <http://www.cde.ca.gov/lv/ss/vp/>.

Narrative provided by the LEA.

Suspensions and Expulsions

Specific Requirements

Suspension and expulsion rates for the most recent three-year period.

Education Code Section 33126 (b)(10)

Definitions

For the most recent three-year period:

The rate of suspensions and of expulsions (by comparison against enrollment) reported per 100 students. Data are to be reported at both the school and district levels.

Guidelines and Data Sources

The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.

If possible, local educational agencies (LEAs) may compare the school-level data with the district average for the same type of school (elementary, middle, high).

Data provided by the CDE.

School Facility Conditions and Planned Improvements

Specific Requirements

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Education Code Section 33126 (b)(8)

Education Code sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Definitions

Description of the safety, cleanliness and adequacy of the school facility.

Description of any planned or recently completed facility improvements.

Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

Note: The local educational agency (LEA)/school may use a locally developed school facility inspection and evaluation instrument so long as it meets the same criteria as the instrument developed by the OPSC.

Descriptions should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

Narrative is developed by the LEA/school. Questions that may be answered include:

- Are students safe on school grounds before, during, and after school?
- Does the school facility have sufficient classroom, playground, and staff spaces to support teaching and learning?
- What is the general condition of the school and is it cleaned on a regular basis?

Examples of unacceptable summary statements on the condition of school facilities are as follows:

- The district has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.
- For more information about the condition of this school's facilities, contact the school principal.

Examples of acceptable summary statements on the condition of school facilities are as follows:

General

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at [Web site address].

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

This school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for class size reduction.

The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at [Web site address]. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the [2009-10] school year, the district has budgeted \$[] for the deferred maintenance program. This represents [] percent of the district's general fund budget.

Deferred Maintenance Projects (if applicable)

For the [] school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The district's complete deferred maintenance plan is available at the district office or on the Internet at [Web site address].

Modernization Projects (if applicable)

During the [] school year, local bond funds [Measure ____], and state matching funds will be used to install new air conditioning in all classrooms, provide wiring for technology, and provide for an upgraded electrical service. The work on this project is scheduled to begin in [] and be completed prior to the start of the [] school year.

New School Construction Projects (if applicable)

Architectural planning for replacing five portable classrooms with permanent classrooms will begin during the [] school year. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the [] school year.

Narrative provided by the LEA.

School Facility Good Repair Status

Specific Requirements

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Education Code Section 33126 (b)(8)

Education Code sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Definitions

Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good," "fair," or "poor." The FIT also provides an overall rating of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

Note: The local educational agency (LEA)/school may use a locally developed school facility inspection and evaluation instrument so long as it meets the same criteria as the instrument developed by the OPSC.

Descriptions should use the most recent available data collected by the district. The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

For reporting the results of the most recent site inspection, provide information about the determination of good repair as documented in a completed FIT or its equivalent. For any item inspected and found not to be in good repair, describe the deficiency and the remedial action already taken or planned. Note the school site inspection date, the completion date of the FIT or its equivalent, and the date of any remedial action taken or planned.

Data provided by the LEA.

Teacher Credentials

Specific Requirements

The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence, for the most recent three-year period.

The professional qualifications of teachers in the local educational agency (LEA) and the school and the percentage of such teachers teaching with emergency or provisional credentials.

Education Code Section 33126 (b)(5)
Public Law 107-110 Section 1111 (h)(1)(C)(viii)
Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the most recent three-year period at the school level, the number of teachers:

- With full credential
- Without full credential (includes district and university internships, pre-internships, emergency or other permits, and waivers)
- Teaching outside subject area of competence (with full credential)

For the most recent year at the district level, the number of teachers:

- With full credential
- Without full credential (includes district and university internships, pre-internships, emergency or other permits, and waivers)

Guidelines and Data Sources

All data except that regarding the assignment of teachers outside their subject areas of competence are derived from the California Basic Educational Data System (CBEDS) Professional Assignment Information Form. Teacher counts include both full-time and part-time teachers. A report can be generated from the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).

Note: For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers please contact the Commission on Teacher Credentialing through its Web site at <http://www.ctc.ca.gov/> (Outside Source).

Teaching outside subject area data provided by the LEA.
All other data provided by the CDE.

Teacher Misassignments and Vacant Teacher Positions

Specific Requirements

The total number of teacher misassignments, including misassignments of teachers of English learners (ELs), and the total number of the vacant teacher positions, for the most recent three-year period.

Education Code Section 33126 (b)(5)

Definitions

For the two most recent years and for the current school year, if available, the total number of the school's teacher misassignments, including misassignments of teachers of ELs (the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold). The number of misassignments of teachers of ELs is to be reported as both a subtotal and as part of the total teacher misassignments.

In addition to misassignments of teachers of ELs, total misassignments to be reported include the assignment of employees to services positions for which the employee does not hold the required certificate, credential, or other statutory authorization. These services areas, for which the California Commission on Teacher Credentialing issues credentials, include Administrative Services, Pupil Personnel Services, Clinical/Rehabilitative Services, Library Media Services, and School Nurse or Other Health Services.

For the two most recent years and for the current school year, if available, the total number of the school's vacant teacher positions (the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester.

Guidelines and Data Sources

Misassignment and vacant teacher position data should be available in the local educational agencies (LEAs) personnel office.

Note: For questions concerning the misassignment of teachers please contact the Commission on Teacher Credentialing through its Web site at <http://www.ctc.ca.gov/> (Outside Source).

Data provided by the LEA.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

Specific Requirements

The percentage of classes in the state not taught by No Child Left Behind (NCLB) compliant teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools (schools in the top and bottom quartiles of poverty in the state).

Public Law 107-110 Section 1111 (h)(1)(C)(viii)

Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the school and the local educational agency (LEA), the percent of classes in core academic subjects taught by NCLB compliant teachers and by non-NCLB compliant teachers. For the LEA, the percent of classes in core academic subject areas (as defined by NCLB) taught by NCLB compliant teachers and by non-NCLB compliant teachers, disaggregated by high-poverty schools compared to low-poverty schools. High poverty schools are defined as those schools with student participation in the highest quartile as defined by the free and reduced price meals program. Low poverty schools are those in the lowest quartile of program participation.

NCLB defines core academic subject areas as English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Elementary school teachers must demonstrate competence in reading, writing, mathematics, and other core academic subject areas of the elementary school curriculum.

Guidelines and Data Sources

NCLB requires that all teachers teaching in core academic subjects be "highly qualified" no later than the end of the 2005-06 school year. In general, NCLB requires that to be designated as highly qualified, a teacher must meet the following three criteria:

- Possession of a bachelor's degree
- Possession of an appropriate California teaching credential
- Demonstrated core academic subject area competence by means of exam, coursework, advanced certification, or completion of the California High Objective Uniform State Standard of Evaluation (HOUSSE) in the subject area being taught

Additional information about NCLB teacher requirements is available on the California Department of Education (CDE) Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Data are reported on the CDE Consolidated Application Web page at <http://www.cde.ca.gov/fg/aa/co/>.

Data provided by the CDE.

Academic Counselors and Other Support Staff

Specific Requirements

The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil.

Education Code Section 33126 (b)(7)

Definitions

The number of full-time equivalent (FTE) academic counselors and other support personnel who are assigned to the school, and the average number of students per academic counselor.

Guidelines and Data Sources

Data are derived from the California Basic Educational Data System (CBEDS) Professional Assignment Information Form.

A report can be generated from the California Department of Education (CDE) *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Data provided by the CDE.

Quality, Currency, and Availability of Textbooks and Instructional Materials

Specific Requirements

The availability of sufficient textbooks and other instructional materials, as defined in *Education Code* Section 60119, for each pupil, including English learners (ELs), in each of the areas enumerated in clauses (i) to (iv), inclusive. If the governing board determines, pursuant to Section 60119, that there are insufficient textbooks or instructional materials, or both, it shall include information for each school in which an insufficiency exists, identifying the percentage of pupils who lack sufficient standards-aligned textbooks or instructional materials in each subject area. The subject areas to be included are all of the following:

- (i) The core curriculum areas of reading-language arts, mathematics, science, and history-social science
- (ii) Foreign language and health
- (iii) Visual and performing arts
- (iv) Science laboratory equipment for grades nine through twelve, inclusive, as appropriate

"Sufficient textbooks or instructional materials" means that each pupil, including ELs, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil. Sufficient textbooks or instructional materials does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.

Note: The sufficiency requirement for the core areas of reading-language arts (including the English language development component of an adopted program), mathematics, science, and history-social science applies to all students, including ELs. However, the sufficiency requirement for foreign language, health, science lab equipment and visual and performing arts applies only to students enrolled in those courses. While *Education Code* Section 60119 does not require a finding of sufficiency for textbooks or instructional materials in visual and performing arts, the School Accountability Report Card (SARC) does require this information.

Education Code Section 33126 (b)(6)(A)

Education Code Section 33126 (b)(6)(B)

Education Code Section 60119 (c)

Definitions

List of all textbooks and instructional materials used in the school in the core subjects (English-language arts [ELA], mathematics, science, and history-social science), including:

- The year in which they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the SBE (kindergarten and grades one through eight) or the local governing board (grades nine through twelve), and which are consistent with the content and cycles of the curriculum frameworks adopted by the SBE

- For kindergarten and grades one through eight, the list of textbooks and instructional materials should also include any supplemental curriculum adopted by the local governing board

If schools with kindergarten and grades one through eight are using textbooks and instructional materials that are not from the most recent state-approved list, provide an explanation of why non-adopted materials are being used and how they are aligned with state standards.

If an insufficiency exists, the description must identify the percent of pupils who lack sufficient textbooks and instructional materials.

The description should use the most recent available data collected by the local educational agency (LEA). The year and month in which the data were collected should also be identified.

Guidelines and Data Sources

Local governing board resolutions concerning the adoption and availability of sufficient textbooks and instructional materials should contain much of the information needed for this reporting element. In addition, LEA curriculum departments should have records of the ordering and distribution of adopted textbooks and instructional materials.

Data provided by the LEA.

Expenditures Per Pupil and School Site Teacher Salaries

Specific Requirements

The assessment of estimated expenditures per pupil shall reflect the actual salaries of personnel assigned to the school site. The assessment of estimated expenditures per pupil shall be reported in total, shall be reported in subtotal by restricted and unrestricted source, and shall include a reporting of the average of actual salaries paid to certificated instructional personnel at that school site.

A comparison of the actual unrestricted funding per pupil allocated for the specific benefit of the school or for the benefit of all schools in the district equally, compared to the district wide average and to the state average of the same computation. The comparison shall include the percentage by which the school is above or below the district wide average and the state average. If a school's value is above the district and the state average, a positive percentage will be displayed in the School Accountability Report Card (SARC). For a school that is below the district and the state average, a negative percentage will be displayed in the SARC.

A field for reporting the actual restricted funding, per pupil, allocated for the specific benefit of the school or for the benefit of all schools in the district equally.

A reporting of the average of actual salaries paid to certificated instructional personnel at the school site.

A comparison of the average of actual salaries paid to certificated instructional personnel at the school site, compared to the district wide average and to the state average of the same computation. The comparison shall also include the percentage by which the school is above or below the district wide average and the state average. If a school's value is above the district and the state average, a positive percentage will be displayed in the SARC. For a school that is below the district and the state average, a negative percentage will be displayed in the SARC.

Education Code Section 33126 (b)(3)

Education Code Section 33126.15 (b)

Education Code Section 33126.15 (c)

Education Code Section 33126.15 (d)

Definitions

Restricted source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.

Unrestricted source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds. For more information about classifying revenues and expenditures, see

Procedure 310 in the *California School Accounting Manual, 2008 Edition* on the CDE Definitions, Instructions, & Procedures Web page at <http://www.cde.ca.gov/fg/ac/sa/>.

Guidelines and Data Sources

Local educational agencies (LEAs) should use a consistent methodology for calculating estimated per pupil expenditures at the school site and district levels. For pupil counts, LEAs should use the annual Average Daily Attendance (ADA) figure for the school site. LEAs should note on the report card the year from which the estimated expenditures per pupil data were collected.

The California Department of Education (CDE) calculates state average expenditures per pupil from an unrestricted source, using 2007-08 data, for report cards published in the 2009-10 school year. For pupil counts, the CDE uses the statewide ADA from the annual reporting period. The CDE's calculation is based on *Education Code* Section 41372 definitions (see the CDE Current Expense of Education & Per-Pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>, modified to include only unrestricted sources in the calculation.

In calculating the average actual teacher salary at each school site, LEAs should use a consistent methodology. Teachers include all certificated instructional personnel measured on a FTE basis. To calculate the average teacher salary at the school site, LEAs should divide the total actual salaries paid to certificated instructional personnel at the school site by the FTE of certificated instructional personnel at the school site. LEAs should note on the report card the year from which the teacher salary data were collected.

The CDE calculates district and state average teacher salaries, using 2007-08 data, for report cards published in the 2009-10 school year. Average teacher salaries at the district and state levels are derived from information collected on CDE Form J-90. These averages, which reflect only those salaries in school districts that submitted Form J-90, are calculated by dividing the salaries paid on the certificated salary schedule by the total number of FTE employees included on that schedule. For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Data provided by the LEA and the CDE.

Types of Services Funded

Specific Requirements

Types of services funded.

Education Code Section 33126 (b)(3)

Definitions

Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.

Guidelines and Data Sources

Narrative should be developed by the local educational agency (LEA)/school that provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement status.

Narrative provided by the LEA.

Teacher and Administrative Salaries

Specific Requirements

Each school district, except for school districts maintaining a single school to serve kindergarten or any of grades one through twelve, shall include all of the following:

- The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale
- The average salary for school site principals in the district, by school type
- The statewide average salary for the appropriate size and type of district for the beginning, midrange, and highest salary paid to teachers
- The statewide average salary for the appropriate size and type of district for school site principals
- The salary of the district superintendent
- The statewide average salary for the appropriate size and type of district for district superintendents
- The percentage allocated under the district's corresponding fiscal year expenditures for the salaries of teachers
- The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year
- The percentage allocated under the district's corresponding fiscal year expenditures for the salaries of administrative personnel
- The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year

Education Code Section 41409.3 (a)

Education Code Section 41409.3 (b)

Education Code Section 41409.3 (c)

Education Code Section 41409.3 (d)(1)

Education Code Section 41409.3 (d)(2)

Education Code Section 41409.3 (d)(3)

Education Code Section 41409.3 (e)

Education Code Section 41409.3 (f)

Education Code Section 41409.3 (g)

Education Code Section 41409.3 (h)

Definitions

The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. Average salary data are based on salaries actually paid to administrators.

The average annualized salary for school site principals is reported on California Department of Education (CDE) Form J-90.

The district superintendent's annualized salary is reported on CDE Form J-90.

Statewide salary figures for teachers, principals, and superintendents are derived from information collected on CDE Form J-90. The figures reflect only those salaries in school districts that submitted CDE Form J-90. A weighting methodology was used to determine average paid salaries.

The percent of a district budget for teacher salaries is California School Accounting Manual Object of Expenditure Account 1100 divided by total general fund accounts 1000 through 7999.

The statewide average for a district's percent of budget for teacher salaries is defined in object of expenditure classification 1100 of the California School Accounting Manual.

The percentage of the district budget for administrative salaries is the sum of California School Accounting Manual Object of Expenditure Accounts 1200, 1300, 1700, 1800, and 2200 divided by total general fund accounts 1000 through 7999.

The statewide average for a district's percent of budget for administrative salaries is defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 (Objects 1300 and 2300 using the standardized account code structure coding) of the *California School Accounting Manual, 2008 Edition*.

Definitions and information provided by the CDE and reported to county offices of education and school districts by means of an annual management bulletin from the CDE's fiscal branch.

Guidelines and Data Sources

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2008-09 data in most cases. Therefore, 2007-08 data are used for report cards prepared during 2009-10.

Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

Additional information regarding the calculation of average salary data may be obtained on the CDE 2006-07 Statewide Average Salaries Web page at <http://www.cde.ca.gov/ta/ac/sa/salaries0607.asp> and on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Data provided by the CDE.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Specific Requirements

Information, in the aggregate, on student achievement at each proficiency level on the state academic assessments.

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program. The STAR Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Tests within the STAR Program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA and mathematics, for grades two through eleven and science for grades five, eight, and ten. The CAPA is given for those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three, four, and five; and science for grade five. The CMA is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels.

The most recent two-year trend in student achievement in each subject area and for each grade level.

In the case of a school, information that shows how the students' achievement on the statewide academic assessments and other indicators of adequate yearly progress (AYP) compared to students in the local educational agency (LEA) and the state as a whole.

In the case of a LEA, information that shows how students served by the LEA achieved on the statewide academic assessment compared to students in the state as a whole.

The percent of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111 (h)(1)(C)
Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the most recent three-year period:

Data are provided for each content area for which the State Board of Education has adopted performance levels. Data are reported as the percent of students achieving at the proficient or advanced level.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

Subject areas and grade levels for which CST, CMA, and CAPA data will be available and required to be included in reports prepared in the 2009-10 school year include:

- ELA in grades two through eleven for 2006-07, 2007-08, and 2008-09
- Mathematics in grades two through eleven for 2006-07, 2007-08, and 2008-09
- Science in grades five, eight, and nine through eleven for 2006-07, 2007-08, and 2008-09
- History-social science in grades eight and ten through eleven for 2006-07, 2007-08, and 2008-09

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

Note: Student proficiency levels may differ between the CST and the AYP based on inclusion and exclusion requirements. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Data provided by the CDE.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Specific Requirements

Information on student achievement at each proficiency level on the state academic assessments disaggregated by race and ethnicity, and disaggregated by gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

Pupil achievement by grade level, as measured by the Standardized Testing and Reporting (STAR) Program. The STAR Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Tests within the STAR Program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, and mathematics, for grades two through eleven and for Science for grades five, eight, and ten. The CAPA is given for those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA, and mathematics for grades three, four, and five and science for grade five. The CMA is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels.

The most recent two-year trend in student achievement in each subject area and for each grade level.

The percent of students not tested.

Education Code Section 33126 (b)(1)(A)
Public Law 107-110 Section 1111 (h)(1)(C)
Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the most recent testing period:

Data are provided for each content area for which the State Board of Education has adopted performance levels. Data are reported as the percent of students achieving at the proficient or advanced level.

Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups are gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities, and participation in migrant education programs.

In lieu of providing grade level data and the percent of students not tested, a link to the STAR Web site may be provided in the report card.

Guidelines and Data Sources

Subject areas and grade levels for which CST, CMA, and CAPA data will be available and required to be included in reports prepared in the 2009-10 school year include:

- ELA in grades two through eleven for 2006-07, 2007-08, and 2008-09
- Mathematics in grades two through eleven for 2006-07, 2007-08, and 2008-09
- Science in grades five, eight, and nine through eleven for 2006-07, 2007-08, and 2008-09
- History-social science in grades eight and ten through eleven for 2006-07, 2007-08, and 2008-09

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

Note: Student proficiency levels may differ between the CST and the Adequate Yearly Progress (AYP) based on inclusion and exclusion requirements. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Data provided by the CDE.

California High School Exit Examination Results for All Students – Three-Year Comparison

Specific Requirements

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB). The CAHSEE has an English-language arts (ELA) section and a mathematics section. For purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the most recent three-year period:

Data are provided for all students in ELA and mathematics indicating the percent of students achieving at the Proficient or Advanced level.

Guidelines and Data Sources

Data on ELA and mathematics is provided by performance level and is required to be included in reports prepared in the 2009-10 school year.

Data are reported from the CAHSEE test results by performance level.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Data provided by the CDE.

California High School Exit Examination Results by Student Group – Most Recent Year

Specific Requirements

The CAHSEE is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB). The CAHSEE has an English-language arts (ELA) section and a mathematics section. For purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the most recent testing period:

Data are provided by student group indicating the percent of students, by group, achieving at each performance level in ELA and mathematics separately for the most recent testing period.

Guidelines and Data Sources

Data on ELA and mathematics is provided by performance level and is required to be included in reports prepared in the 2009-10 school year.

Data are reported from the CAHSEE test results by performance level.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Data provided by the CDE.

California Physical Fitness Test Results

Specific Requirements

Pupil achievement on a statewide physical fitness assessment, by grade level.

Education Code Section 33126 (b)(1)(B)

Definitions

For the most recent year reported:

The percentage of students scoring in the healthy fitness zone on all six fitness standards.

Data are to be reported at the school level by grade.

Guidelines and Data Sources

Education Code Section 60800 refers to a requirement that schools with grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education.

Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the California Department of Education (CDE) Physical Fitness Testing (PFT) Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Data provided by the CDE.

Academic Performance Index Ranks – Three-Year Comparison

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the state to determine the Adequate Yearly Progress (AYP) of students in achieving state academic achievement standards.

Education Code Section 33126 (b)(13)

Education Code Section 52056 (a)

Public Law 107-110 Section 1111 (h)(1)(C)(v)

Public Law 107-110 Section 1111 (h)(2)(B)(i)(II)

Definitions

For the most recent three-year period, the school's:

- Statewide API rank (range: 1-10)
- Similar schools rank (range: 1-10)

Guidelines and Data Sources

Data are reported from the Base API Report and may be obtained on the California Department of Education (CDE) Academic Performance Index (API) Web page at

<http://www.cde.ca.gov/ta/ac/ap/>.

Data provided by the CDE.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Specific Requirements

The Academic Performance Index (API), including the disaggregation of subgroups, the decile rankings, and a comparison of schools.

Aggregate information on any other indicators used by the state to determine the Adequate Yearly Progress (AYP) of students in achieving state academic achievement standards.

Education Code Section 33126 (b)(13)

Education Code Section 52056 (a)

Public Law 107-110 Section 1111 (h)(1)(C)(v)

Public Law 107-110 Section 1111 (h)(2)(B)(i)(I)

Definitions

For all students at the school as well as for all subgroups for which numerically significant data are reported by the California Department of Education (CDE):

- Actual API changes (growth) for the most recent three years of testing
- The most recently published API (growth) score

Guidelines and Data Sources

This item is a requirement of both state law and No Child Left Behind. For federal accountability purposes, California uses the API to meet the AYP requirement for an additional indicator.

Data are reported from the API and may be obtained on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Data provided by the CDE.

Adequate Yearly Progress Overall and by Criteria

Specific Requirements

Information on the performance of local educational agencies (LEAs) in the state regarding making Adequate Yearly Progress (AYP).

Public Law 107-110 Section 1111 (h)(1)(C)(vii)

Public Law 107-110 Section 1111 (h)(2)(B)(i)(I)

Definitions

For the most recent year, indication of whether the school and the LEA:

- Made AYP overall (met all criteria, met exception or “safe harbor” criteria, or received an approved appeal)
- Met each of the four AYP criteria (participation rate, percent proficient, Academic Performance Index [API], and graduation rate)

AYP criteria for participation rate and percent proficient each include the content areas of English-language arts (ELA) and mathematics.

Guidelines and Data Sources

NCLB requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, to achieve this goal and meet annual requirements for improved performance, schools and districts must improve each year according to set requirements. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

1. Participation rate on the state's standards-based assessments in ELA and mathematics
2. Percent proficient on the state's standards-based assessments in ELA and mathematics
3. API as an additional indicator
4. Graduation rate (for secondary schools)

Requirements one and two apply at the school, district, and subgroup levels. Requirements three and four apply only at the school and district levels, unless exception or “safe harbor” criteria are used.

Data, including subgroup results, may be obtained on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by the CDE.

Federal Intervention Program

Specific Requirements

In the case of a school, whether the school has been identified for Title I Program Improvement (PI).

In the case of a local educational agency (LEA), whether the LEA has been identified for PI, the number and percentage of schools identified for school improvement, and how long the schools have been so identified.

Public Law 107-110 Section 1111 (h)(2)(B)(i)(I)
Public Law 107-110 Section 1111 (h)(2)(B)(ii)(I)

Definitions

Indication of whether the school has been identified for PI and if so, the first year of implementing PI requirements and the year in PI.

Indication of whether the district has been identified for PI and if so, the first year of implementing PI requirements and the year in PI.

Indication of the number and percent of the district's schools currently in PI.

Guidelines and Data Sources

LEAs were first identified for PI in 2004-05 based on Adequate Yearly Progress (AYP) determinations for 2003-04. Only schools and districts receiving Title I funding are subject to PI identification and interventions.

The percent of a district's schools in PI is based on the number of schools in PI divided by the total number of Title I schools in the district. Direct-funded charter schools are not included in the district figures.

Additional information and data regarding PI may be obtained on the CDE Adequate Yearly Progress (AYP) at <http://www.cde.ca.gov/ta/ac/ay/>.

Data provided by the CDE.

Admission Requirements for California's Public Universities

Specific Requirements

Information concerning admission requirements for California's public universities, including the Uniform Resource Locator (URL) for the University of California (UC) Internet Web site, providing information about the courses offered by each school that are approved as meeting those requirements.

Education Code Section 33126.1 (b)(5)

Definitions

Admission requirements for California's public universities differ for the UC and the California State University (CSU).

Admission to the UC is based on admitting the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work.

Admission to the CSU is based on specific high school courses; grades in specified courses and test scores; and graduation from high school. Additionally, some campuses have higher standards for particular majors or students who live outside the local campus area.

Guidelines and Data Sources

General admission requirements for the UC are located on the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html> (Outside Source).

General admission requirements for the CSU are located on the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml> (Outside Source).

Information provided by the CDE.

Dropout Rate and Graduation Rate

Specific Requirements

Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Educational Data System (CBEDS) or any successor data system for the school site, over the most recent three-year period; and the graduation rate, as defined by the State Board of Education, over the most recent three-year period.

Education Code Section 33126 (b)(2)

Public Law 107-110 Section 1111 (h)(1)(C)(vi)

Public Law 107-110 Section 1111 (h)(2)(B)

Definitions

For the most recent three-year period for which data is available, the one-year dropout rate pursuant to the following CBEDS formula:

$$\frac{(\text{grades 9 through 12 dropouts})}{(\text{grades 9 through 12 enrollment})} \times 100$$

Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be reported in accordance with the formula negotiated with and approved by the U.S. Department of Education pursuant to No Child Left Behind (NCLB). This formula, which represents a four-year high school completion rate, is calculated by dividing the number of high school graduates by the sum of dropouts for grades nine through twelve, respectively, in consecutive years, plus the number of high school graduates. The rate incorporates four years of data and thus is an estimated cohort rate. Put simply, this rate asks, "Of those students who have left school, what proportion have done so as graduates?" If a hypothetical graduating class began as ninth graders in Year One, this four-year "graduation" rate would look like the following:

$$\frac{(\text{High school graduates Year 4})}{\{\text{dropouts (grade 9 Year 1 + grade 10 Year 2 + grade 11 Year 3 + grade 12 Year 4) + high school graduates Year 4}\}}$$

For comparison purposes, data are also provided at the district and state levels.

Guidelines and Data Sources

Dropout rate data from 2005-06 are reported from CBEDS. Dropout rate data from 2006-07 and 2007-08 are reported from the annual Statewide Student Identifier (SSID) maintenance process. Graduation rate data are reported from the Adequate Yearly Progress (AYP).

State certification/release dates for dropout data (available during the spring of each year) occur too late for inclusion of 2008-09 data with other data from that year. Therefore, 2007-08 data is used for report cards prepared during 2009-10. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate.

A dropout report and graduation rate report may be generated on the California Department of Education (CDE) *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Data provided by the CDE.

Completion of High School Graduation Requirements

Specific Requirements

The percentage of pupils, including the disaggregation of subgroups, completing grade twelve who successfully pass the California High School Exit Examination (CAHSEE) as compared to the percentage of pupils in the district and statewide completing grade twelve who successfully pass the examination.

Education Code Section 33126 (b)(14)

Definitions

The percent of the school's most recent graduating class that met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Data are provided at the school, district, and state levels for all students and for those subgroups for which numerically significant data are reported by the California Department of Education (CDE).

The formula for the completion of graduation requirements is:

$$\frac{\text{(The number of students who met all graduation requirements and passed both portions of the CAHSEE)}}{\text{— divided by —}} \frac{\text{(The number of students enrolled in grade 12 at the time of the annual October CBEDS data collection)}}$$

Guidelines and Data Sources

Students in California public schools must pass both the English-language arts (ELA) and mathematics portions of the CAHSEE to receive a high school diploma. Detailed information about the CAHSEE can be found on the CDE California High School Exit Examination (CAHSEE) Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

Data reported at the school and district levels are to come from local sources. Until statewide student-level longitudinal data are available, data reported at the state level represent estimates.

Data provided by the LEA and the CDE.

Career Technical Education Programs

Specific Requirements

Career Technical Education (CTE) listing of programs offered by the district that pupils at the school may participate in and that are aligned to the applicable model curriculum standards; a list of CTE program sequences offered by the district; an identification of courses conducted by a regional occupational center or program, and those conducted directly by the district; and a listing of the primary representative of the district's career technical advisory committee and the industries represented.

Education Code Section 33126 (b)(16)(A), (B), (C), (D), and (E)

Definitions

Description of:

- Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes

Guidelines and Data Sources

Description of the size and scope of the CTE programs and courses offered:

- Directly at the school
- Through Regional Occupational Centers and Programs (ROCPs)
- In partnership academies and career academies
- In Specialized Secondary Programs, etc.

Description of how these programs and classes support academic achievement as evidenced by:

- Courses that have been revised to incorporate state-adopted academic standards
- Courses that satisfy the district's graduation requirements
- Courses that satisfy the A-G entrance requirements for the University of California (UC) and California State University (CSU) systems

Description of steps the school takes to assure equitable access and successful outcomes for all students in career technical programs and courses by:

- Counseling and guidance
- Professional development
- Additional support services such as child care, transportation, etc.
- Collaborating with youth development and economic development systems in the region

Description of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as:

- Mastery of "employment readiness standards," both basic and industry-specific
- Results of career technical skills assessments
- Business, labor, and other community stakeholder support
- Participation in career technical student organizations
- Placement of program completers in employment, postsecondary education, or the military

Additional guidance for reporting on this data element may be obtained on the CDE Perkins Web page at <http://www.cde.ca.gov/ci/ct/pk/>.

Information provided by the LEA.

Career Technical Education Participation

Specific Requirements

Career technical education (CTE) measures, including the number of pupils participating in CTE; the percentage of pupils that complete a CTE program and earn a high school diploma; and the percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education.

Education Code Section 33126 (b)(16)(A), (B), (C), (D), and (E)

Definitions

Data provided include:

- The number of pupils participating in CTE
- The percent of pupils that complete a CTE program and earn a high school diploma

The formula is:

$$\frac{\text{(the number of students that completed a CTE program and graduated)}}{\text{— divided by —}} \\ \text{(the total number of students enrolled in a CTE program)}$$

- The percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education.

The formula is:

$$\frac{\text{(the number of CTE courses that are sequenced or articulated)}}{\text{— divided by —}} \\ \text{(the total number of CTE courses)}$$

Guidelines and Data Sources

Statistical data may be found in the annual *Career Technical Education Enrollment and Program Completion Report*.

The “number of pupils participating in CTE” may report duplicated counts as a result of pupils participating in more than one CTE program. Other data available on outcomes of the school's CTE programs, including data from related programs, such as the Workforce Investment Act, may also be provided.

CTE program information is available on the CDE Perkins Web page at <http://www.cde.ca.gov/ci/ct/pk/>.

Percent of CTE courses that are sequenced or articulated provided by the local educational agency (LEA).

Information provided by the LEA.

Courses for University of California and/or California State University Admission

Specific Requirements

For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California (UC) and the California State University (CSU), and the percentage of students enrolled in those courses.

Education Code Section 33126 (b)(11)

Definitions

The percent of student enrollment in courses required for UC/CSU admission is equal to the total student enrollment in courses required for UC and/or CSU admission divided by the total student enrollment in all courses for the most recent year.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

The formula for the percent of graduates who completed all courses required for UC/CSU admission is:

$$\frac{\text{(the number of graduates who passed
course requirements for UC/CSU admission)}}{\text{— divided by —
(the school's California Basic Educational Data System [CBEDS]
total graduates for the most recent year)}}$$

Guidelines and Data Sources

Data are reported from CBEDS.

A report may be generated on the California Department of Education (CDE) *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Data provided by the CDE.

Advanced Placement Courses

Specific Requirements

The number of Advanced Placement (AP) courses offered, by subject.

Education Code Section 33126 (b)(12)

Definitions

The number of AP courses offered, by subject, for the most recent year.

The percent of the school's students enrolled in AP courses, which is equal to the total student enrollment in the school's AP courses for the most recent year divided by the total student enrollment in all courses for the most recent year.

Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

Guidelines and Data Sources

Data are reported from California Basic Educational Data System (CBEDS).

A report may be generated on the California Department of Education (CDE) *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Local educational agencies (LEAs) may also report International Baccalaureate (IB) courses offered, by subject; the title and number of AP and IB classes offered in each subject area; and the student enrollment levels in both AP and IB classes.

Data provided by the CDE.

Professional Development

Specific Requirements

The annual number of school days dedicated to staff development for the most recent three-year period.

Education Code Section 33126 (b)(9)

Definitions

The number of days provided for professional development and continuous professional growth.

Guidelines and Data Sources

Narrative is developed by the local educational agency (LEA)/school.

How do the following teachers and staff participate in staff development to help them improve instruction:

- All classroom teachers
- New teachers (e.g., Beginning Teacher Support and Assessment [BTSA])
- Non-classroom teachers
- National Board Certified Teachers
- Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review)
- Paraprofessionals (e.g., instructional aides, teacher assistants)
- Non-instructional support staff (e.g., clerical, custodial)

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after-school workshops, conference attendance, and individual mentoring)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, and student performance data reporting)?

Narrative provided by the LEA.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

Specific Requirements

Federal law requires states that receive funds under Section 1112(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965, must participate in biennial State academic assessments of grades four and eight reading and mathematics under the National Assessment of Educational Progress (NAEP). Each local educational agency (LEA) must report on its annual LEA report card, which in California is part of the School Accountability Report Card (SARC), the most recently available academic achievement results in grades four and eight on the state's NAEP reading and mathematics examination. The SARC must include state level data for the percentage of students at each achievement level reported on the NAEP in the aggregate and the participation level for students with disabilities (SD) and for English language learner (ELL) students.

Public Law 107-110 Section 1111 (c)(2)
20 United States Code Section 6311(c)(2)
Code of Federal Regulations Section 200.11(a) and (b)

Definitions

For the most recent reporting period:

The No Child Left Behind (NCLB) Act of 2001 mandates reporting of state NAEP reading and mathematics results within six months of the last day of the assessment period. The LEA report card must contain the statewide percentage of students at each achievement level reported on the NAEP, in the aggregate. Statewide data are reported by federal achievement levels and must be reported for three performance levels (basic, proficient, and advanced) in reading and mathematics.

Note: The SARC template provided by the California Department of Education (CDE) contains all NCLB requirements at the school and LEA level (and now state level NAEP data as well). A thoroughly completed SARC serves as an LEA accountability report card as well as a school-level accountability report card.

Guidelines and Data Sources

Data are reported from the NAEP test results by performance level. The assessment window runs from late-January through early-March. Reading and mathematics test results are available approximately six months after the assessment. Data are provided by performance level and are required to be included in reports prepared in the 2009-10 school year. Results of the grade four and eight operational assessments are expected to be released by the U.S. Department of Education in the fall 2009 for mathematics and in the spring 2010 for reading.

Additional information regarding NAEP test results may be obtained at the NAEP Web page located at <http://nces.ed.gov/nationsreportcard/> (Outside Source).

Note: California tests measure student performance on its own content standards, that is, on what policymakers and citizens consider important for students to know and be able to do. California's tests allow comparisons of results over time within the state. California tests do not provide comparisons of results with other states or the nation. NAEP is the only assessment that allows comparison of results from one state with another, or with results for the rest of the nation.

Data provided by the CDE.

**National Assessment of Educational Progress Reading and Mathematics Results
For Students with Disabilities and/or English Language Learners
By Grade Level – All Students**

Specific Requirements

Federal law requires states that receive funds under Section 1112(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965, must participate in biennial State academic assessments of grades four and eight reading and mathematics under the National Assessment of Educational Progress (NAEP). Each local educational agency (LEA) must report on its annual LEA report card, which in California is part of the School Accountability Report Card (SARC), the most recently available academic achievement results in grades four and eight on the state's NAEP reading and mathematics examination. The SARC must include the state level data for the percentage of students at each achievement level reported on the NAEP in the aggregate and the participation level for students with disabilities (SD) and for English language learner (ELL) students.

Public Law 107-110 Section 1111 (c)(2)
20 United States Code Section 6311(c)(2)
Code of Federal Regulations Section 200.11(a) and (b)

Definitions

For the most recent reporting period:

The No Child Left Behind (NCLB) Act of 2001 mandates reporting of state NAEP reading and mathematics results within six months of the last day of the assessment period. The LEA report card must contain the statewide participation levels for SD and ELL students. Statewide data are reported by participation rate for grades four and eight in reading and mathematics.

Note: The SARC template provided by the California Department of Education (CDE) contains all NCLB requirements at the school and LEA level (and now the state level NAEP data as well). A thoroughly completed SARC serves as an LEA accountability report card as well as a school-level accountability report card.

Guidelines and Data Sources

Data are reported from the NAEP test results by participation level. The assessment window runs from late-January through early-March. Reading and mathematics test results are available approximately six months after the assessment. Data are provided by participation level and are required to be included in reports prepared in the 2009-10 school year. Results of the grade four and eight assessments are expected to be released by the U.S. Department of Education in the fall 2009 for mathematics and in the spring 2010 for reading.

Additional information regarding NAEP test results may be obtained at the NAEP Web page located at <http://nces.ed.gov/nationsreportcard/> (Outside Source).

Note: California tests measure student performance on its own content standards, that is, on what policymakers and citizens consider important for students to know and be able to do. California's tests allow comparisons of results over time within the state. California tests do not provide comparisons of results with other states or the nation. NAEP is the only assessment that allows comparison of results from one state with another, or with results for the rest of the nation.

Data provided by the CDE.