

State Accountability Report Card

Reported Using Data from the 2019–2020 School Year

The federal Elementary and Secondary Education Act (ESEA) requires each state to produce an annual report card that summarizes data of students statewide and disaggregated by student groups.

On December 10, 2015, President Obama signed the bipartisan Every Student Succeeds Act (ESSA), which reauthorizes the ESEA of 1965, and requires states to have a new multiple measures accountability system in effect by 2017–18.

The recent enactment of the ESSA gives states greater discretion to implement academic content standards, administer statewide and local assessments, and set ambitious performance goals to direct evidence-based improvement strategies and interventions to improve student performance. ESSA requires each state to continue to implement the state report card requirements specified under Title I, Part A of the ESEA, as amended by No Child Left Behind.

For further information regarding the ESSA, visit the U.S. Department of Education ESSA web page at <https://www2.ed.gov/policy/elsec/leg/essa/index.html>

On September 8, 2016, the State Board of Education adopted a new accountability system and first released the California School Dashboard, referred to as the Dashboard, in Spring 2017. The Dashboard shows how districts and schools are performing on test scores, graduation rates, and other measures of student success.

Questions about the State Accountability Report Card (STARC) may be directed to the Data Visualization and Reporting Office by phone at 916-319-0406.

California Department of Education
April 2022

Accountability

California School Dashboard Accountability System

The federal Elementary and Secondary Education Act (ESEA) no longer requires states to produce Adequate Yearly Progress (AYP), but requires states to develop a new accountability system by 2017–2018. The California School Dashboard (Dashboard) was first released in Spring 2017.

The Dashboard was produced for California’s 10,000 public schools in over 1,000 local educational agencies¹ (LEAs). The Dashboard is California’s new accountability system that is based on multiple measures. These measures are used to determine LEA and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement. In the Dashboard, charter schools’ (local funded and direct funded) data are not “rolled up” or included in the LEA-level data.

To view LEA and school information provided on the Dashboard, visit the California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.

For detail information about the California School Dashboard, please refer to the Technical Guide at <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide19.pdf>.

¹ For purposes of the STARC, an LEA is a school district or a county office of education or a direct funded charter school.

State High School Graduation Rate (Four-Year Cohort)

The Four-Year Adjusted Cohort Graduation Rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class.

The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

For more information on the ACGR, visit the Information about Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

2019–2020 State High School Graduation Rate (Four-Year Cohort) by Student Group

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Statewide	491,389	414,193	84.3%
Black or African American	27,879	21,431	76.9%
American Indian or Alaska Native	2,696	2,043	75.8%
Asian	45,306	41,931	92.6%
Filipino	14,203	13,119	92.4%
Hispanic or Latino	265,787	218,460	82.2%
Native Hawaiian or Pacific Islander	2,411	2,035	84.4%
White	113,450	99,722	87.9%
Two or More Races	15,354	13,133	85.5%
Socioeconomically Disadvantaged	340,214	276,348	81.2%
Not Socioeconomically Disadvantaged	151,175	137,845	91.2%
English Learners	70,320	48,613	69.1%
Students with Disabilities	59,816	40,918	68.4%
Students with No Reported Disabilities	431,573	373,275	86.5%
Students Receiving Migrant Education Services	5,509	4,489	81.5%
Foster Youth	8,086	4,706	58.2%
Homeless	34,873	24,297	69.7%

Note 1: Due to rounding, the sum of the cohort graduation rate may not total 100 percent.

Note 2: Socioeconomically disadvantaged (SED) students are defined as students: (1) who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program, or NSLP), or have a direct certification for free or

reduced-price meals, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

School Improvement Funds

The ESSA requires the California Department of Education (CDE) to determine school eligibility for comprehensive support and improvement (CSI) (ESSA Section 1003 funds) based on the criteria in California's ESSA State Plan. This requirement went into effect for the first time in the 2018–2019 school year. Schools were selected for the first time in January 2019 based on the 2018 California School Dashboard.

California's ESSA State plan defines LEAs as school districts, county offices of education (COEs), and direct-funded charter schools.

The ESSA requires LEAs with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes.

COEs that have LEAs within their county that serve schools eligible for CSI are required to:

- Support LEAs to meaningfully address the CSI prompts in the Plan Summary of the Local Control and Accountability Plan (LCAP) related to CSI activities.
- Review and approve the CSI prompts in the LEA LCAP Plan Summary.

For more information on the CSI visit the Comprehensive Support and Improvement web page at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.

2019–2020 LEAs with School Improvement Funds

The 2019–2020 LEAs with School Improvement Funds data is available within each 2019–2020 LEA Accountability Report Card (LARC). The LARCs are located on the Local Educational Agency Accountability Report Card web page at <https://www.cde.ca.gov/ta/ac/le/>.

CAASPP Test Results

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting Program, which became inoperative on July 1, 2013.

California has adopted more rigorous academic standards that emphasize not only subject knowledge, but also the critical thinking, analytical writing, and problem-solving skills students need to be successful in college and career. These standards set a higher bar for California students to help ensure they are prepared to succeed in the future.

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and California Alternative Assessments (CAAs) for English language arts/literacy (ELA)** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Further CAASPP information can be found on the CDE CAASPP System web page at <https://www.cde.ca.gov/ta/tg/ca/>.

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments for ELA and mathematics that are aligned with the Common Core State Standards (CCSS) for ELA and mathematics of grade-level learning that measure progress toward college and career readiness.

Information on the Smarter Balanced Summative Assessments can be found at the CDE Smarter Balanced Summative Assessments web page at <https://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

CAA items are aligned with alternate achievement standards, which are linked with the CCSS for students with significant cognitive disabilities. The CAA was field tested during the 2014–2015 school year and became operational during the 2015–2016 school year.

Further CAA information can be found on the CDE California Alternative Assessments for ELA and Math web page at <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp>.

The CDE developed a new science assessment called CAST based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new CAST is aligned with these standards. The CAST was administered operationally during the 2018–19 school year.

Science assessments include both the CAST and the CAA for Science for students with an Individualized Education Program designating an alternate assessment. Students take the CAST or CAA for Science assessment in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Information about the CAASPP System science assessments can be found at the CDE California Science Test web page at <https://www.cde.ca.gov/ta/tq/ca/caasppscience.asp>.

The data displayed in the State Accountability Report Card (STARC) may differ from other data sources because the inclusion and exclusion rules are different for the STARC.

**Student Achievement
Two-Year Trend CAASPP Test Results
2018–2019 and 2019–2020**

ELA – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2018–2019	452,653	446,731	98.69%	1.31%	50.25%
03	2019–2020	N/A	N/A	N/A	N/A	N/A
04	2018–2019	445,024	439,598	98.78%	1.22%	51.06%
04	2019–2020	N/A	N/A	N/A	N/A	N/A
05	2018–2019	464,429	458,978	98.83%	1.17%	53.18%
05	2019–2020	N/A	N/A	N/A	N/A	N/A
06	2018–2019	468,196	461,919	98.66%	1.34%	49.81%
06	2019–2020	N/A	N/A	N/A	N/A	N/A
07	2018–2019	484,146	476,259	98.37%	1.63%	53.08%
07	2019–2020	N/A	N/A	N/A	N/A	N/A
08	2018–2019	475,560	466,289	98.05%	1.95%	50.82%
08	2019–2020	N/A	N/A	N/A	N/A	N/A
11	2018–2019	464,424	443,244	95.44%	4.56%	59.45%
11	2019–2020	N/A	N/A	N/A	N/A	N/A

Note 1: Cells with N/A values do not require data.

Note 2: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note 3: Due to rounding, the sum of all achievement levels may not equal 100 percent.

Note 4: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 5: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

Mathematics – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2018–2019	456,678	450,310	98.61%	1.39%	52.10%
03	2019–2020	N/A	N/A	N/A	N/A	N/A
04	2018–2019	448,949	443,049	98.69%	1.31%	46.60%
04	2019–2020	N/A	N/A	N/A	N/A	N/A
05	2018–2019	467,987	462,008	98.72%	1.28%	39.23%
05	2019–2020	N/A	N/A	N/A	N/A	N/A
06	2018–2019	471,591	464,676	98.53%	1.47%	39.77%
06	2019–2020	N/A	N/A	N/A	N/A	N/A
07	2018–2019	487,692	478,926	98.20%	1.80%	39.28%
07	2019–2020	N/A	N/A	N/A	N/A	N/A
08	2018–2019	478,538	468,104	97.82%	2.18%	37.88%
08	2019–2020	N/A	N/A	N/A	N/A	N/A
11	2018–2019	466,924	442,652	94.80%	5.20%	33.59%
11	2019–2020	N/A	N/A	N/A	N/A	N/A

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Note 3: Due to rounding, the sum of all achievement levels may not equal 100 percent.

Note 4: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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Science – Grades Five, Eight, and High School

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
05	2018–2019	463,976	456,604	98.41%	1.59%	31.72%
05	2019–2020	N/A	N/A	N/A	N/A	N/A
08	2018–2019	474,832	463,151	97.54%	2.46%	30.84%
08	2019–2020	N/A	N/A	N/A	N/A	N/A
High school	2018–2019	625,185	557,251	89.13%	10.87%	27.67%
High school	2019–2020	N/A	N/A	N/A	N/A	N/A

Note 1: Cells with N/A values do not require data.

Note 2: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note 3: The new California Science Test (CAST) was administered operationally during the 2018–19 school year. The CAST is administered in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note 4: Inclusion and exclusion rules are different for the STARC than for other public assessment reports.

CAASPP Test Results in ELA Disaggregated by Student Group 2019–2020

ELA – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Not Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students with No Reported Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note 1: Cells with N/A values do not require data.

Note 2: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Mathematics Disaggregated by Student Group 2019–2020

Mathematics – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Not Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students with No Reported Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note 1: Cells with N/A values do not require data.

Note 2: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

**CAASPP Test Results in Science
Disaggregated by Student Group 2019–2020**

CAST – Grades Five, Eight and High School

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Not Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students with No Reported Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note 1: Cells with N/A values do not require data.

Note 2: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Teacher Qualifications

Information on teacher qualifications required by the federal ESEA can be found at the CDE Improving Teacher & Principal Quality web page at <https://www.cde.ca.gov/nclb/sr/tq/>.

Detailed information on teacher qualification data can be found on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

Teacher Credentials, 2019–2020

There is no data for the table Teacher Credentials.

Teacher Education Levels, 2019–2020

Education Level	Percent
Doctorate degree	0.88
Master's degree plus 30 or more semester hours	11.94
Master's degree	30.69
Bachelor's degree plus 30 or more semester hours	28.45
Bachelor's degree	26.14
Less than Bachelor's Degree	0.16
None Reported	1.24

NAEP Test Results

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, social studies, technology and engineering literacy, and the arts. Student scores for the NAEP are reported as scale scores and performance levels (i.e., Basic, Proficient, and Advanced). The participation of students with disabilities and English learners is reported based on the number of students identified, excluded, and assessed.

The U.S. Department of Education administers NAEP assessments in reading and mathematics in January through March of every odd-numbered year, and reports state-level results on the Nation's Report Card. As of March 2021, the most recent state-level NAEP results in reading and mathematics available are from 2019. The data in the following four tables reflect results from NAEP assessments that took place during the 2018–2019 school year.

Detailed information regarding the NAEP results, including participation rates and test results for each subject and grade level, can be found on the National Center for Education Statistics Nation's Report Card website at <https://nces.ed.gov/nationsreportcard/>.

Reading and Mathematics for All Students

2019 NAEP Test Results for grades four and eight

Subject and Grade Level	State Average Scale Score	National Average Scale Score	State Percent below Basic Achievement Level	State Percent at Basic Achievement Level	State Percent at Proficient Achievement Level	State Percent at Advanced Achievement Level
Reading 2019, Grade 4	216	220	37%	30%	24%	8%
Reading 2019, Grade 8	259	263	32%	38%	26%	4%
Mathematics 2019, Grade 4	235	241	25%	41%	27%	7%
Mathematics 2019, Grade 8	276	282	39%	32%	19%	10%

**Reading, Disaggregated by Student Group
2019 NAEP Test Results for grades four and eight**

**Reporting standards were not met.

Equals less than 1% and rounds to zero.

Table to follow on next page.

Student Group and Grade Level	Percent below Basic Achievement Level	Percent at Basic Achievement Level	Percent at Proficient Achievement Level	Percent at Advanced Achievement Level
Black, Grade 4	58%	24%	16%	2%
Black, Grade 8	57%	33%	9%	1%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	20%	24%	34%	22%
Asian/Pacific Islander, Grade 8	14%	30%	42%	13%
Hispanic, Grade 4	47%	31%	18%	4%
Hispanic, Grade 8	40%	40%	18%	1%
White, Grade 4	19%	32%	34%	15%
White, Grade 8	17%	38%	39%	6%
Eligible for National School Lunch, Grade 4	49%	31%	17%	3%
Eligible for National School Lunch, Grade 8	42%	39%	17%	1%
Not Eligible for National School Lunch, Grade 4	18%	30%	35%	17%
Not Eligible for National School Lunch, Grade 8	17%	36%	39%	8%
Students with Disabilities, Grade 4	75%	16%	7%	2%
Students with Disabilities, Grade 8	73%	23%	4%	#
English Learners, Grade 4	68%	23%	8%	1%
English Learners, Grade 8	79%	19%	1%	#
Male, Grade 4	42%	29%	22%	7%
Male, Grade 8	37%	38%	23%	3%
Female, Grade 4	33%	32%	25%	10%
Female, Grade 8	27%	38%	29%	5%

**Mathematics, Disaggregated by Student Group
2019 NAEP Test Results for grades four and eight**

**Reporting standards were not met.

Student Group and Grade Level	Percent below Basic Achievement Level	Percent at Basic Achievement Level	Percent at Proficient Achievement Level	Percent at Advanced Achievement Level
Black, Grade 4	33%	47%	17%	2%
Black, Grade 8	61%	29%	8%	2%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	9%	28%	42%	21%
Asian/Pacific Islander, Grade 8	15%	24%	28%	33%
Hispanic, Grade 4	34%	45%	18%	2%
Hispanic, Grade 8	51%	34%	12%	3%
White, Grade 4	11%	35%	41%	13%
White, Grade 8	20%	34%	33%	14%
Eligible for National School Lunch, Grade 4	35%	46%	17%	2%
Eligible for National School Lunch, Grade 8	51%	33%	13%	3%
Not Eligible for National School Lunch, Grade 4	10%	34%	41%	15%
Not Eligible for National School Lunch, Grade 8	19%	31%	30%	20%
Students with Disabilities, Grade 4	60%	28%	10%	3%
Students with Disabilities, Grade 8	77%	18%	3%	2%
English Learners, Grade 4	54%	37%	8%	1%
English Learners, Grade 8	81%	16%	2%	1%
Male, Grade 4	24%	40%	27%	8%
Male, Grade 8	40%	32%	18%	10%
Female, Grade 4	26%	42%	26%	6%
Female, Grade 8	38%	33%	20%	10%

**Reading and Mathematics, Students with Disabilities and/or EL Learners
2019 NAEP Test Results for grades four and eight**

Subject and Grade Level	State Participation Rate Students with Disabilities and/or EL Learners	National Participation Rate Students with Disabilities and/or EL Learners	State Participation Rate Students with Disabilities	National Participation Rate Students with Disabilities	State Participation Rate English EL Learners	National Participation Rate EL Learners
Reading 2019, Grade 4	92%	92%	82%	88%	96%	94%
Reading 2019, Grade 8	93%	91%	90%	89%	95%	92%
Mathematics 2019, Grade 4	92%	93%	84%	89%	94%	95%
Mathematics 2019, Grade 8	93%	93%	91%	91%	94%	93%