

State Accountability Report Card

Reported Using Data from the 2013–14 School Year

The federal Elementary and Secondary Education Act (ESEA) requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student group. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and local educational agencies (LEAs) in the state.

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

California Department of Education
August 2016

Adequate Yearly Progress (AYP)

The federal ESEA requires that all LEAs and schools meet or exceed specific criteria in each of the following AYP criteria (LEA refers to school districts, county offices of education that operate schools, Statewide Benefit Charters, and direct funded charter schools):

- **Participation rate** on the state's standards-based assessments in English-language arts (ELA) and mathematics
- **Percent proficient** on the state's standards-based assessments in ELA and mathematics
- **Graduation rate** as an additional indicator (for schools, LEAs, and student groups with grade 12 enrollment or at least one graduate in the cohort)

On March 7, 2014, the U.S. Department of Education approved a one-year waiver that allows flexibility in making AYP determinations for elementary and middle schools and elementary and unified districts participating in the Smarter Balanced field test. Therefore, for the 2013–14 school year, only high schools and high school districts serving exclusively grades nine through twelve received a 2014 AYP determination.

At the March 2014 State Board of Education (SBE) meeting, the SBE approved the State Superintendent of Public Instruction's recommendation to not calculate the API reports for the 2014 Growth API, 2014 Base API, and the 2015 Growth API. As a result of not reporting these API reports, the SBE also approved the removal of the API as an additional AYP indicator for high schools.

As a result, for 2014, a state-level AYP report will not be produced.

Information about AYP can be found on the California Department of Education (CDE) AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Further information about AYP can be found in the AYP Information Guide at <http://www.cde.ca.gov/ta/ac/ay/documents/aypinfoguide14.pdf>.

State High School Graduation Rate

The cohort graduation rate methodology is based on the definitions established by the U.S. Department of Education, as follows:

Number of cohort members who earn a regular high school
diploma by the end of 2013–14

divided by

Number of first-time grade nine students in 2010–11 plus students
who transfer in, minus students who transfer out, emigrate, or die
during school years 2010–11, 2011–12, 2012–13, and 2013–14

2013–14 Cohort Graduation Rate by Student Group

Student Group	Number of Students in Cohort	Number of Cohort Graduates	
Statewide	492,971	399,041	81.0
Black or African American	34,680	23,649	68.2
American Indian or Alaska Native	3,712	2,619	70.6
Asian	44,017	40,684	92.4
Filipino	13,879	12,794	92.2
Hispanic or Latino	247,882	189,762	76.6
Native Hawaiian or Pacific Islander	2,822	2,269	80.4
White	134,147	117,490	87.6
Two or More Races	10,244	8,771	85.6
Socioeconomically Disadvantaged	329,731	249,218	75.6
English Learners	93,608	61,217	65.4
Students with Disabilities	55,377	34,519	62.3

Note: Socioeconomically disadvantaged is defined as students who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or where neither of the student's parents were a high school graduate.

Program Improvement (PI)

The state is not subject to PI. As a result there is no state PI report. Schools and LEAs that receive Title I, Part A funds are identified for PI if they do not meet AYP criteria for two consecutive years in specific areas.

The U.S. Department of Education granted a one-year waiver for 2014–15 that allows flexibility in making AYP determinations for schools and LEAs participating in the Smarter Balanced Field Test. As a result, Title I-funded elementary and middle schools, and elementary and unified school districts (or any school or LEA that was not identified as a high school or a high school LEA) that were in PI for 2013–14 will remain in PI and carry over the PI placement for 2014–15. These schools and LEAs must continue to implement the PI requirements associated with their current PI status. (For example, PI Year 1 must continue to offer school choice.)

However, based on this one-year waiver for 2014–15, the CDE will continue to make PI determinations for any Title I-funded high schools and Title I-funded high school LEAs based on the 2014 AYP Reports. High schools that receive Title I funds will be identified for PI if they do not meet AYP criteria for two consecutive years in the same subject area (ELA or mathematics) or for two consecutive years on the graduation rate indicator.

The ESEA requirements for PI schools and LEAs can be found on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

The list of schools within LEAs and their PI status can be found on the CDE DataQuest AYP and PI Web page at <http://ayp.cde.ca.gov/reports/page2.asp?subject=AYP&level=District&submit1=Submit>. On this Web page, type in the name of the district, select submit, then select the desired year of AYP – List of Schools in the District.

PI Status of LEAs and Schools, 2014–15

Type	Total Number of Eligible LEAs/Schools*	Number in PI	Percent in PI
LEAs	912	557	61
Schools	6,206	4,934	80

*Only schools and LEAs receiving Title I funding are eligible for PI identification and interventions. Single-school districts and direct-funded charter schools are included among the total number of eligible schools rather than the total number of eligible LEAs.

Standardized Testing and Reporting Program and California Assessment of Student Performance and Progress System

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

In spring 2014, California administered the Smarter Balanced Field Test in English language arts/literacy and mathematics. This Field Test was a major milestone in California's transition to its new assessment system, the CAASPP, and was an essential step toward the goal of implementing a system designed to ensure all students graduate college and career ready.

There were no test results (individual, school, district, county, or state) for the 2014 Smarter Balanced Field Test. The purpose of this spring test was to ensure that the assessments were accurate and fair for all students. It also gave teachers and schools a chance to gauge their readiness to administer the new assessments before the launching of the operational test in 2015.

In January 2014, the CDE stopped administering the California Standards Tests (CSTs) for English-language arts, mathematics, and end-of-course assessments in mathematics, history-social science, and science to students. However, students in grades five, eight, and ten continued to be administered the CST for science assessments.

STAR program results information through 2012–13 school year can be found on the CDE STAR Results Web page at <http://star.cde.ca.gov/>.

Further information on the STAR Program can be found on the CDE STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.

School, LEA, and state achievement comparisons can be found on the CDE Find a SARC Web page at <http://sarconline.org/>.

The data displayed in the STARC may differ from other data sources because the inclusion and exclusion rules are different for the STARC.

CAASPP Science CST Results

The CAASPP CST for science is required from all students in grades five, eight, and ten unless their Individualized Education Program indicates assessment with a California Modified Assessment (CMA) or California Alternate Performance Assessment (CAPA).

Information about science assessments can be found at the CDE Science Assessments Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppscience.asp>.

Student Achievement CAASPP CST Results 2013–14

Science – Grades Five, Eight, and Ten

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
05	2013–14	450,961	447,020	99	3,887	1	6	11	24	32	26
08	2013–14	446,647	439,099	98	7,444	2	8	10	19	22	43
10	2013–14	438,781	421,652	96	16,979	4	8	11	26	28	27

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: 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 3: Inclusion and exclusion rules are different for the STARC than other public assessment reports.

CAASPP Assessment Results – Science

Disaggregated by Student Group, 2013–14

Science – Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	450,961	447,020	99	3,887	1	6	11	24	33	26
Black or African American	26,482	26,111	99	366	1	10	17	30	30	14
American Indian or Alaska Native	2,543	2,494	98	49	2	8	13	27	33	18
Asian	41,677	41,450	99	225	1	2	4	13	29	52
Filipino	11,575	11,507	99	68	1	2	5	19	39	36
Hispanic or Latino	240,860	239,187	99	1,642	1	8	15	30	32	14
Native Hawaiian or Pacific Islander	2,393	2,363	99	30	1	6	12	30	33	18
White	111,795	110,442	99	1,337	1	2	5	16	36	42
Two or More Races	13,636	13,466	99	170	1	4	7	17	34	38
Socioeconomically Disadvantaged	274,796	272,527	99	2,233	1	9	15	30	31	14
English Learners	100,138	99,344	99	763	1	15	25	35	20	5
Participating in Special Education Program	53,946	52,714	98	1,207	2	8	18	28	30	16
Participating in Migrant Education Program	5,644	5,621	99	21	1	16	22	32	24	7
Recently Enrolled Limited English Proficient	2,803	2,674	95	108	4	40	23	20	12	5
Male	231,319	229,064	99	2,220	1	6	11	23	32	28
Female	219,291	217,626	99	1,646	1	5	12	26	33	24

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: Socioeconomically disadvantaged is defined as students who are eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), or where neither of the student's parents were a high school graduate.

Note 3: Recently-enrolled limited-English proficient is defined as students who are enrolled in a school in the United States less than 12 cumulative months on the first day of testing.

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 – Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Number Not Tested	Percent Not Tested	Percent Far Below Basic	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced
Statewide	446,647	439,099	98	7,444	2	7	10	19	22	43
Black or African American	27,228	26,268	96	943	3	13	15	25	22	25
American Indian or Alaska Native	2,805	2,706	96	96	3	9	12	22	25	32
Asian	42,157	41,900	99	253	1	2	3	8	14	72
Filipino	12,327	12,215	99	112	1	2	4	12	22	59
Hispanic or Latino	233,963	230,237	98	3,676	2	9	13	24	25	30
Native Hawaiian or Pacific Islander	2,546	2,512	99	33	1	7	11	22	26	35
White	112,923	110,836	98	2,060	2	3	5	12	21	60
Two or More Races	12,698	12,425	98	271	2	5	7	14	21	53
Socioeconomically Disadvantaged	262,790	258,006	98	4,725	2	9	13	23	24	30
English Learners	62,013	60,615	98	1,371	2	21	24	29	17	9
Participating in Special Education Program	48,386	45,841	95	2,482	5	15	18	27	23	18
Participating in Migrant Education Program	5,112	5,068	99	43	1	13	16	25	23	22
Recently Enrolled Limited English Proficient	2,491	2,394	96	83	3	31	23	17	13	16
Male	229,117	224,892	98	4,152	2	8	9	17	21	45
Female	217,037	213,759	98	3,249	2	6	10	20	24	40

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California High School Exit Examination Results

The primary purpose of the CAHSEE is to make sure that the students who graduate from high school can show that they are performing at grade level on California's content standards. The content standards on the CAHSEE include ELA and mathematics. Results from the grade ten administration of the CAHSEE are used to evaluate the AYP of high schools. There are three performance levels reported for CAHSEE results: Not Proficient (did not meet state requirements), Proficient (met state requirements), and Advanced (exceeded state requirements). The inclusion and exclusion rules are different for the STARC than other public assessment reports.

Further information on the CAHSEE can be found on the CDE CAHSEE Web page at <http://cahsee.cde.ca.gov/>.

Two-Year Trend in Student Achievement, CAHSEE Results 2012–13 and 2013–14

ELA – Grade Ten

Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
2012–13	499,994	461,150	92	15	22	31
2013–14	498,270	460,398	92	15	23	29

Note: Due to rounding, the sum of all proficiency levels may not total 100 percent.

Mathematics – Grade Ten

Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Proficient	Percent Proficient	Percent Advanced
2012–13	499,994	459,159	92	15	33	22
2013–14	498,270	458,297	92	14	34	23

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CAASPP Science CST Results

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Teacher Qualifications

The federal ESEA requires that all teachers teaching in core academic subjects be “highly qualified” by the end of the 2006–07 school year. In general, the ESEA requires that each teacher must have: (1) a bachelor’s degree; (2) a state credential or an Intern Certificate/Credential for no more than three years; and (3) demonstrated subject matter competence for each core subject taught.

Further information on teacher qualifications required by the ESEA can be found at the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

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

Teacher Credentials, 2013–14

Type of Credential	Percent*
Teachers with Full Credentials	97
Teachers with Alternative routes to certification (District Internship/University Internship)**	1
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)**	2
Teachers with Provisional Internship Permits**	0
Teachers with Waivers**	0

*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100 percent.

**Does not have a full credential.

Teacher Education Levels, 2013–14

Education Level	Percent
Doctorate	1
Master's Degree plus 30 or more semester hours	17
Master's degree	24
Bachelor's degree plus 30 or more semester hours	39
Bachelor's degree	18
Less than Bachelor's Degree	0
None Reported	1

Core Academic Classes Taught by Highly Qualified Teachers 2013–14

Poverty levels are determined by the percentage of students who were eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP).

The poverty quartiles for each elementary and secondary school are calculated separately. The schools in the top 25 percent quartile of poverty percentage are considered high-poverty; the schools in the bottom 25 percent quartile of poverty percentage are considered low-poverty; the schools in the middle 50 percent quartile are neither high nor low.

Location of Classes	Percent of Classes in Core Academic Subjects Taught by an ESEA Highly Qualified Teacher	Percent of Classes in Core Academic Subjects Taught by a Non-ESEA Highly Qualified Teacher
Statewide	95	5
In High-Poverty Schools	95	5
In Low-Poverty Schools	94	6

Note: ESEA defines core academic subject areas as English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography.

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