

State Accountability Report Card

Reported Using Data from the 2017–18 School Year

The federal Elementary and Secondary Education Act (also referred to as 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 (also referred to as 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 <http://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 (also referred to as STARC) may be directed to the Data Visualization and Reporting Office by phone at 916-319-0406.

California Department of Education
Updated April 2019

Accountability

2018 California School Dashboard Accountability System

The federal Elementary and Secondary Education Act (also referred to as ESEA) no longer requires states to produce Adequate Yearly Progress (also referred to as AYP), but requires states to develop a new accountability system by 2017–18. The California School Dashboard (also referred to as the 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 (also referred to as 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 (also referred to as 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 Accountability Model and School Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/>.

The Technical Guide to the California School Dashboard is located at <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguide18.pdf>.

¹ A local educational agency (also referred to as LEA) is a school district or a county office of education.

State 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/sd/sd/acgrinfo.asp>.

2017–18 State Graduation Rate (Four-Year Cohort) by Student Group

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Statewide	504,073	418,205	83.0%
Black or African American	31,158	22,851	73.3%
American Indian or Alaska Native	3,123	2,203	70.5%
Asian	46,985	43,984	93.6%
Filipino	14,705	13,687	93.1%
Hispanic or Latino	263,581	212,551	80.6%
Native Hawaiian or Pacific Islander	2,622	2,132	81.3%
White	122,601	106,669	87.0%
Two or More Races	13,765	11,579	84.1%
Socioeconomically Disadvantaged	345,048	274,621	79.6%
English Learners	74,886	50,847	67.9%
Students with Disabilities	57,944	38,414	66.3%
Students Receiving Migrant Education Services	5,891	4,811	81.7%
Foster Youth	7,703	4,091	53.1%

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

Note 2: Socioeconomically disadvantaged (also referred to as 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.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (also referred to as 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 (also referred to as CAAs) for English language arts/literacy (also referred to as 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 Standards Tests (also referred to as CSTs), California Modified Assessments (also referred to as CMAs), and California Alternative Performance Assessments (also referred to as CAPAs) for science** in grades five, eight, and ten.

Further CAASPP information can be found on the California Department of Education (also referred to as CDE) CAASPP web page at <http://www.cde.ca.gov/ta/tg/ca/>.

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments 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 Summative Assessment web page at <http://www.cde.ca.gov/ta/tg/sa/sbacsummative.asp>.

CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (also referred to as CCSS) for students with significant cognitive disabilities. The CAA was field tested during the 2014–15 school year and became operational during the 2015–16 school year.

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

The CST for science is required for all students in grades five, eight, and ten unless their Individualized Education Program indicates assessment with the CMA or CAPA.

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

The data displayed in the State Accountability Report Card (also referred to as 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
2016–17 and 2017–18**

ELA – Grades Three through Eight and Grade Eleven

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
03	2016–17	464,441	456,898	98.38%	1.62%	45.66%
03	2017–18	439,269	432,830	98.53%	1.47%	50.04%
04	2016–17	470,374	463,104	98.45%	1.55%	46.65%
04	2017–18	463,798	457,591	98.66%	1.34%	50.34%
05	2016–17	486,744	479,510	98.51%	1.49%	47.97%
05	2017–18	469,444	463,159	98.66%	1.34%	50.98%
06	2016–17	475,166	467,754	98.44%	1.56%	48.38%
06	2017–18	484,039	477,013	98.55%	1.45%	49.23%
07	2016–17	472,898	463,951	98.11%	1.89%	50.96%
07	2017–18	474,887	465,903	98.11%	1.89%	51.87%
08	2016–17	472,070	461,648	97.79%	2.21%	50.06%
08	2017–18	472,680	462,284	97.80%	2.20%	50.59%
11	2016–17	473,192	448,381	94.76%	5.24%	62.23%
11	2017–18	459,552	436,875	95.07%	4.93%	58.33%

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 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	2016–17	467,469	459,281	98.25%	1.75%	48.83%
03	2017–18	442,977	436,105	98.45%	1.55%	50.87%
04	2016–17	473,166	465,350	98.35%	1.65%	42.07%
04	2017–18	467,446	460,770	98.57%	1.43%	44.61%
05	2016–17	489,320	481,520	98.41%	1.59%	35.03%
05	2017–18	472,764	466,009	98.57%	1.43%	37.31%
06	2016–17	477,571	469,373	98.28%	1.72%	37.72%
06	2017–18	487,078	479,429	98.43%	1.57%	38.68%
07	2016–17	475,490	465,838	97.97%	2.03%	38.32%
07	2017–18	478,018	468,346	97.98%	2.02%	38.66%
08	2016–17	474,407	462,945	97.58%	2.42%	37.59%
08	2017–18	475,310	463,885	97.60%	2.40%	38.08%
11	2016–17	474,552	446,680	94.13%	5.87%	33.52%
11	2017–18	461,870	436,798	94.57%	5.43%	32.78%

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.

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CAASPP Test Results in ELA Disaggregated by Student Group 2017–18

ELA – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	3,276,529	3,207,827	97.90%	2.10%	49.61%
Male	1,682,391	1,644,740	97.76%	2.24%	44.39%
Female	1,594,138	1,563,087	98.05%	1.95%	55.11%
Black or African American	180,897	175,203	96.85%	3.15%	31.93%
American Indian or Alaska Native	17,617	16,893	95.89%	4.11%	37.13%
Asian	299,082	295,829	98.91%	1.09%	76.29%
Filipino	72,881	72,113	98.95%	1.05%	70.93%
Hispanic or Latino	1,789,473	1,759,333	98.32%	1.68%	38.98%
Native Hawaiian or Pacific Islander	15,410	15,071	97.80%	2.20%	42.76%
White	765,950	741,856	96.85%	3.15%	64.32%
Two or More Races	123,034	119,816	97.38%	2.62%	64.21%
Socioeconomically Disadvantaged	2,045,650	2,007,186	98.12%	1.88%	37.65%
English Learners	533,956	524,160	98.17%	1.83%	12.63%
Students with Disabilities	421,364	399,219	94.74%	5.26%	14.90%
Students Receiving Migrant Education Services	25,828	25,471	98.62%	1.38%	28.73%
Foster Youth	23,201	21,666	93.38%	6.62%	21.99%

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

Note 2: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: Socioeconomically disadvantaged 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.

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.

CAASPP Test Results in Mathematics Disaggregated by Student Group 2017–18

Mathematics – Grades Three through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Statewide	3,298,443	3,223,516	97.73%	2.27%	38.28%
Male	1,694,101	1,653,165	97.58%	2.42%	38.33%
Female	1,604,342	1,570,351	97.88%	2.12%	38.23%
Black or African American	181,000	174,678	96.51%	3.49%	19.49%
American Indian or Alaska Native	17,652	16,885	95.65%	4.35%	25.08%
Asian	304,734	301,283	98.87%	1.13%	72.83%
Filipino	73,821	72,989	98.87%	1.13%	57.73%
Hispanic or Latino	1,801,366	1,768,040	98.15%	1.85%	26.40%
Native Hawaiian or Pacific Islander	15,519	15,133	97.51%	2.49%	31.41%
White	768,648	742,826	96.64%	3.36%	52.95%
Two or More Races	123,165	119,666	97.16%	2.84%	53.85%
Socioeconomically Disadvantaged	2,061,084	2,018,605	97.94%	2.06%	26.07%
English Learners	556,503	544,976	97.93%	2.07%	12.31%
Students with Disabilities	421,598	397,733	94.34%	5.66%	11.26%
Students Receiving Migrant Education Services	26,381	25,995	98.54%	1.46%	20.07%
Foster Youth	23,240	21,565	92.79%	7.21%	13.59%

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

Note 2: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note 3: Socioeconomically disadvantaged 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.

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.

CAASPP CST for Science Test 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 CMA or CAPA.

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

Student Achievement Two-Year Trend in CAASPP CST for Science Test Results 2016–17 and 2017–18

Science – Grades Five, Eight, and Ten

Grade	Year	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
05	2016–17	N/A	N/A	N/A	N/A
05	2017–18	N/A	N/A	N/A	N/A
08	2016–17	N/A	N/A	N/A	N/A
08	2017–18	N/A	N/A	N/A	N/A
10	2016–17	N/A	N/A	N/A	N/A
10	2017–18	N/A	N/A	N/A	N/A

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

Note 2: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note 3: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Teacher Qualifications

Information on teacher qualifications required by the federal 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, 2017–18

Type of Credential	Percent*
Teachers with Full Credentials	93.92%
Teachers with Alternative routes to certification (District Internship/University Internship)**	2.66%
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)**	3.32%
Teachers with Provisional Internship Permits**	0.60%
Teachers with Waivers**	0.25%

*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, 2017–18

Education Level	Percent
Doctorate degree	0.89%
Master's degree plus 30 or more semester hours	12.21%
Master's degree	29.34%
Bachelor's degree plus 30 or more semester hours	29.80%
Bachelor's degree	25.69%
Less than Bachelor's Degree	0.18%
None Reported	1.28%

National Assessment of Educational Progress Results

The National Assessment of Educational Progress (also referred to as 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 language 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 January 2019, the most recent state-level NAEP results in reading and mathematics available are from 2017. The data in the following four tables reflect results from NAEP assessments that took place during the 2016–17 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 <http://nces.ed.gov/nationsreportcard/>.

California NAEP Results in Reading and Mathematics by Grade Level, All Students, 2016–17

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 2017, Grade 4	215	221	39%	30%	23%	8%
Reading 2017, Grade 8	263	265	28%	40%	28%	4%
Mathematics 2017, Grade 4	232	239	29%	40%	25%	6%
Mathematics 2017, Grade 8	277	282	38%	33%	20%	9%

**California NAEP Results in Reading by Grade Level
Disaggregated by Student Group, 2016–17**

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	57%	27%	14%	2%
Black, Grade 8	38%	43%	18%	1%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	15%	26%	35%	24%
Asian/Pacific Islander, Grade 8	15%	31%	43%	11%
Hispanic, Grade 4	50%	31%	17%	3%
Hispanic, Grade 8	37%	44%	18%	1%
White, Grade 4	22%	31%	33%	14%
White, Grade 8	14%	35%	43%	8%
Eligible for National School Lunch, Grade 4	51%	31%	16%	3%
Eligible for National School Lunch, Grade 8	37%	44%	18%	1%
Not Eligible for National School Lunch, Grade 4	20%	28%	35%	17%
Not Eligible for National School Lunch, Grade 8	15%	34%	43%	8%
Students with Disabilities, Grade 4	75%	15%	8%	3%
Students with Disabilities, Grade 8	74%	19%	6%	#
English Learners, Grade 4	69%	23%	7%	1%
English Learners, Grade 8	74%	22%	4%	#
Male, Grade 4	43%	28%	22%	7%
Male, Grade 8	32%	39%	25%	3%
Female, Grade 4	35%	31%	24%	10%
Female, Grade 8	23%	41%	31%	5%

**Reporting standards were not met.

Equals less than 1% and rounds to zero.

**California NAEP Results in Mathematics by Grade Level
Disaggregated by Student Group, 2016–17**

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	47%	38%	14%	1%
Black, Grade 8	57%	33%	8%	2%
American Indian/Alaska Native, Grade 4	**	**	**	**
American Indian/Alaska Native, Grade 8	**	**	**	**
Asian/Pacific Islander, Grade 4	8%	28%	42%	22%
Asian/Pacific Islander, Grade 8	14%	23%	32%	31%
Hispanic, Grade 4	38%	43%	17%	2%
Hispanic, Grade 8	50%	34%	13%	2%
White, Grade 4	15%	37%	37%	10%
White, Grade 8	19%	36%	30%	14%
Eligible for National School Lunch, Grade 4	40%	42%	16%	2%
Eligible for National School Lunch, Grade 8	51%	34%	12%	2%
Not Eligible for National School Lunch, Grade 4	11%	35%	40%	14%
Not Eligible for National School Lunch, Grade 8	21%	32%	29%	18%
Students with Disabilities, Grade 4	68%	21%	9%	2%
Students with Disabilities, Grade 8	80%	15%	4%	2%
English Learners, Grade 4	53%	38%	8%	#
English Learners, Grade 8	79%	16%	4%	2%
Male, Grade 4	29%	38%	25%	7%
Male, Grade 8	38%	32%	19%	10%
Female, Grade 4	29%	41%	24%	5%
Female, Grade 8	37%	34%	20%	9%

**Reporting standards were not met.

Equals less than 1% and rounds to zero.

**California NAEP Results in Reading and Mathematics
by Grade Level for Students with Disabilities and/or
English Language Learners, 2016–17**

Subject and Grade Level	State Participation Rate Students with Disabilities and/or English Language Learners	National Participation Rate Students with Disabilities and/or English Language Learners	State Participation Rate Students with Disabilities	National Participation Rate Students with Disabilities	State Participation Rate English Language Learners	National Participation Rate English Language Learners
Reading 2017, Grade 4	94%	91%	87%	88%	95%	92%
Reading 2017, Grade 8	89%	89%	87%	88%	90%	89%
Mathematics 2017, Grade 4	92%	92%	83%	89%	95%	93%
Mathematics 2017, Grade 8	92%	90%	91%	89%	92%	90%