

# **School Accountability Report Card (SARC)**

## **Data Element Definitions and Sources 2015–16**

California Department of Education  
Analysis, Measurement, and Accountability Reporting Division  
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# About this School

## District Contact Information

### Legal Requirements

There is no legal requirement for the local educational agencies (LEAs) to provide the California Department of Education (CDE) with this data during the school year. However, this data is required to be provided in the School Accountability Report Card (SARC) pursuant to *Education Code (EC)* Sections 33126 and 35256.

### Definitions

For the most recent school year (2016–17), district name, phone number, superintendent, e-mail address, and Web site.

### Data Sources and Guidelines

Data are provided by the CDE.

The data source is the county-district-school (CDS) database. District information is reported by LEAs to the CDE through the Online Public Update for Schools (OPUS) application which populates the CDS database. The CDE maintains the CDS database and provides contact information to all Department programs. CDS information is made available to the public to view through the CDE California School Directory Web page at <http://www.cde.ca.gov/re/sd/>.

At a minimum, LEAs should annually review the contact information provided by the CDE to verify that it is current for this school year. Any time there is a change in administration or other CDS information the LEAs should report the changes to the CDE via the OPUS.

For more information on updating CDS information through the OPUS, visit the CDE OPUS-CDS Application and Resources Web page at <http://www.cde.ca.gov/ds/si/ds/opuscads.asp>.

## School Contact Information

### Legal Requirements

There is no legal requirement for the LEAs to provide the CDE with this data during the school year. However, this data is required to be provided in the SARC pursuant to *EC* Sections 33126 and 35256.

### Definitions

For the most recent school year (2016–17), school name, street, city, state, zip, phone number, principal, e-mail address, Web site, and county-district-school (CDS) code.

### Data Sources and Guidelines

Data are provided by the CDE.

The data source is the CDS database. School information are reported by LEAs to the CDE through the OPUS application which populates the CDS database. The CDE maintains the CDS database and provides contact information to all Department programs. CDS information is made available to the public to view through the CDE California School Directory Web page at <http://www.cde.ca.gov/re/sd/>.

At a minimum, LEAs should annually review the contact information provided by the CDE to verify that it is current for this school year. Any time there is a change in administration or other CDS information the LEAs should report the changes to the CDE via the OPUS.

For more information on updating CDS information through the OPUS, visit the CDE OPUS-CDS Application and Resources Web page at <http://www.cde.ca.gov/ds/si/ds/opuscads.asp>.

# School Description and Mission Statement

## Legal Requirements

There is no legal requirement for the LEAs to provide the CDE with this data during the school year. However, this data is required to be provided in the SARC pursuant to *EC* Sections 33126 and 35256.

## Definitions

For the most recent school year (2016–17), background information about the school, its programs, and its goals.

## Data Sources and Guidelines

Narrative is developed and provided by the LEA.

Suggested 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 schoolwide programs exist at the school?

# Student Enrollment by Grade Level

## Legal Requirements

There is no legal requirement for the LEAs to provide the CDE with these data during the school year. However, these data are required to be provided in the SARC pursuant to *EC* Sections 33126 and 35256.

## Definitions

For the SARC reporting year (2015–16), this section includes the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October).

## Data Sources and Guidelines

Data are provided by the CDE.

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

The aggregate counts by grade include students who had a CALPADS primary enrollment record on the previous year Fall Census Day (first Wednesday in October). In cases where concurrent student primary enrollment records were certified in CALPADS for more than one school, student enrollment is counted in each school's aggregate counts. Short-term enrollments in Educational Options schools are not included in the aggregate counts. Short-term enrollments that automatically convert to long-term enrollments after 30 days are included in school aggregate counts. Educational Options schools include:

- Alternative Schools of Choice;
- Juvenile Court Schools;
- Community Day Schools;
- County Community Schools;
- Continuation Schools;
- Opportunity Schools; and
- Home and Hospital Schools.

For more information, review the Statewide Student Identifier (SSID) and Enrollment Procedures and CALPADS Data Guide documents located on the CALPADS System Documentation Web page at <http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

An aggregate enrollment report that uses certified Fall 1 data can be generated from the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

## Student Enrollment by Student Group

### Legal Requirements

There is no legal requirement for the LEAs to provide the CDE with these data during the school year. However, these data are required to be provided in the SARC pursuant to *EC* Sections 33126 and 35256.

### Definitions

For the SARC reporting year (2015–16), this section includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged, English Learners (ELs), students with disabilities, and foster youth.

The formula for the percent of student enrollment by student group is:

(The number of enrolled students at the time of the Fall Census Day  
[first Wednesday in October] in each student group)

– divided by –

(The total number of enrolled students at the time of the Fall Census Day  
[first Wednesday in October])

Socioeconomically Disadvantaged students are defined as students: (1) who are eligible for the free or reduced-price meal (FRPM) program (also known as the National School Lunch Program or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

### Data Sources and Guidelines

Data are provided by the CDE.

The data source is the certified CALPADS Fall 1 data.

The aggregate counts by race/ethnicity include students who had a CALPADS primary enrollment record on the previous year Fall Census Day (first Wednesday in October). In cases where concurrent student primary enrollment records were certified in CALPADS for more than one school, student enrollment will be counted in each school's aggregate counts. Short-term enrollments in Educational Options schools are not included in the aggregate counts. Short-term enrollments that automatically convert to long-term enrollments after 30 days are included in school aggregate counts. Educational Options schools include:

- Alternative Schools of Choice;
- Juvenile Court Schools;

- Community Day Schools;
- County Community Schools;
- Continuation Schools;
- Opportunity Schools; and
- Home and Hospital Schools.

For more information, review the SSID and Enrollment Procedures and the CALPADS Data Guide documents located on the CALPADS System Documentation Web page at <http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

An aggregate enrollment report that uses certified Fall 1 data can be generated from the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.



## **A. Conditions of Learning**

### **State Priority: Basic**

#### **Teacher Credentials**

##### **Legal Requirements**

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

##### **Definitions**

For the most recent three-year period (2014–15, 2015–16, and 2016–17) at the school, the number of teachers:

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

For the most recent school year (2016–17) at the LEA, the number of teachers:

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

##### **Data Sources and Guidelines**

The data must be provided by the LEA.

In 2014–15, 2015–16, and 2016–17, the CDE did not collect the teacher credential information necessary for these sections. These data must be provided by the LEA.

The CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). 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, visit the Commission on Teacher Credentialing Web site at <http://www.ctc.ca.gov/>. These data are provided by the LEA.

# Teacher Misassignments and Vacant Teacher Positions

## Legal Requirements

*EC Section 33126 (b)(5)*

*EC Section 33126 (b)(5)(A)*

*EC Section 33126 (b)(5)(B)*

## Definitions

**Teacher Misassignments** -- For the three most recent school years (2014–15, 2015–16, and 2016–17), the total number of the school's teacher misassignments, including the number of 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, Student Personnel Services, Clinical/Rehabilitative Services, Library Media Services, and School Nurse or Other Health Services.

**Vacant Teacher Positions** -- For the three most recent school years (2014–15, 2015–16, and 2016–17), 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 of 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.

## Data Sources and Guidelines

The data must be provided by the LEA.

Misassignment and vacant teacher position data should be available in the LEA's personnel office.

Note: For questions concerning the misassignment of teachers, visit the Commission on Teacher Credentialing Web site at <http://www.ctc.ca.gov/>.

## Core Academic Classes Taught by Highly Qualified Teachers

### Legal Requirements

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

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

### Definitions

For the SARC reporting year (2015–16), this section includes the percentage of classes in the school and district taught and not taught by Elementary and Secondary Education Act (ESEA) highly qualified teachers (HQT), in the aggregate and disaggregated by high-poverty compared to low-poverty schools.

The formula for the percent of core academic classes taught and not taught by HQT at each level is:

(The number of core academic classes taught/not taught by HQT)

– divided by –

(The total number of core academic classes)

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the FRPM program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the FRPM program.

ESEA defines core academic subject areas as English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history and geography. However, the United States (U.S.) Department of Education encouraged states to consider their current teacher certification and student achievement standards to determine whether to allow broad categories or require subject-specific certification in the discrete fields of science and/or social science. Additionally, the U.S. Department of Education has given states the authority to determine its own definition of "the arts". Chart 2 below portrays how the federal definition of "core academic subjects" has been aligned to correlate with California's certification and student achievement standards.

Federal	California
English	English/Language Arts and Reading
Reading/Language Arts	(Includes reading intervention and CAHSEE-English classes)
Mathematics	Mathematics (Includes math intervention and CAHSEE-Math classes)
Science	Biological Sciences Chemistry Geosciences Physics
History	Social Science (Includes: History, Government, Economics, and Geography)
Economics	
Civics/Government	
Geography	
Foreign Languages	Foreign Languages (specific)
Arts	Drama/Theater (English Credential) Visual Arts Music Dance (Physical Education Credential)

Please note: Career Technical Education (CTE) courses that have been designated as an alternative pathway to graduation by the local governing board of the LEA per *EC*, Section 51225.3(b) are also designated as core academic subjects.

By 2005–06 ESEA required that all teachers teaching in core academic subjects be "highly qualified." In general, ESEA 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; and
- 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 ESEA teacher requirements is available on the CDE Improving Teacher & Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

### **Data Sources and Guidelines**

Data are provided by the CDE.

The sources of the course data for the HQTs and core academic classes are the certified CALPADS Fall 2 data collection.

The source of the data for determining high-poverty and low-poverty schools in the LEA is the certified CALPADS Fall 2 FRPM eligibility data.

## Quality, Currency, Availability of Textbooks and Instructional Materials

### Legal Requirements

*EC* Section 33126 (b)(6)(A)

*EC* Section 33126 (b)(6)(B)

*EC* Section 60119 (c)

### Definitions

For the most recent school year (2016–17). "Sufficient textbooks or instructional materials" mean that each student, including ELs, has standards-aligned textbooks or instructional materials, or both to use in class and to take home. Two sets of textbooks or instructional materials for each student are not required. 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.

Subject areas to be included are all of the following:

The core curriculum areas include reading/language arts, mathematics, science, and history-social science. In addition, sufficiency must also be determined for:

- Foreign language;
- health;
- visual and performing arts; and
- science laboratory equipment for grades nine through twelve, inclusive, as appropriate.

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, visual and performing arts, and science lab equipment applies only to students enrolled in those courses. While *EC* Section 60119 does not require a finding of sufficiency for textbooks or instructional materials in visual and performing arts, the SARC does require this information.

If the governing board determines, pursuant to *EC* 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 students who lack sufficient standards-aligned textbooks or instructional materials in each subject area.

List all textbooks and instructional materials used in the school in the core subjects (reading/language arts, 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 State Board of Education (SBE) (kindergarten and grades one through eight) and adopted by the local governing boards (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; and
- If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and/or instructional materials.

The formula for the percent of students lacking their own assigned textbooks and/or instructional materials is:

(The number of students lacking their own assigned textbooks and/or instructional materials)

– divided by –

(The total number of enrolled students at the time of the Fall Census Day [first Wednesday in October])

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

### **Data Sources and Guidelines**

The data must be provided by the LEA.

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.

Note: Schools are not required to present SARC information in a tabular format. The table in the SARC template is only a guide. Schools can provide a narrative or other format, as long as it includes all the information requested in the SARC template.

# School Facility Conditions and Planned Improvements

## Legal Requirements

*EC* Section 33126 (b)(8)

*EC* Section 33126.1(b)(3)

*EC* sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in *EC* Section 17014, Section 17032.5, subdivision (a) of Section 17070.75, and subdivision (b) of Section 17089.

## Definitions

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Description of the safety, cleanliness, and adequacy of the school facility;
- Description of any planned or recently completed facility improvements; and
- 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 by the State of California Office of Public School Construction (OPSC) and approved by the State Allocation Board. 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 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 and the same criteria specified in *EC* Section 17002(d).

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

## Data Sources and Guidelines

Narrative is developed and provided by the LEA.

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 LEA 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 LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office, at the LEA 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**  
LEA 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 LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA 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 LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs 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 [2015–16] school year, the LEA has budgeted \$[ ] for the deferred maintenance program. This represents [ ] percent of the LEA's general fund budget.

- **Deferred Maintenance Projects (if applicable)**

For the [ ] school year, the LEA'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 LEA's complete deferred maintenance plan is available at the LEA 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.

# School Facility Good Repair Status

## Legal Requirements

*EC* Section 33126 (b)(8)

*EC* sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in *EC* Section 17014, Section 17032.5, subdivision (a) of Section 17070.75, and subdivision (b) of Section 17089.

## Definitions

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Description of repair status for systems listed;
- Description of any needed maintenance to ensure good repair as specified in statute;
- The year and month in which the data were collected; and
- The overall rating.

"Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a FIT developed by the State of California OPSC and approved by the State Allocation Board. The FIT evaluates a school facilities' good repair status with ratings of "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed.

Note: The 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 and the same criteria specified in *EC* Section 17002(d).

Descriptions should use the most recent available data collected by the LEA.

## Data Sources and Guidelines

The data must be provided by the LEA.

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 (e.g., any item marked with a 'D' or 'X' in a completed FIT) inspected and found not to be in good repair, describe the deficiency and the remedial action already taken or planned. Note the year and month of the school site inspection, the completion of the FIT or its equivalent, and the year and month of any remedial action taken or planned.

## Overall Facility Rate

### Legal Requirements

*EC* Section 33126 (b)(8)

*EC* sections 17002 (d), 17014, 17032.5, 17070.75 (a), 17089 (b)

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as specified in *EC* Section 17014, Section 17032.5, subdivision (a) of Section 17070.75, and subdivision (b) of Section 17089.

### Definitions

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Description of repair status for systems listed
- Description of any needed maintenance to ensure good repair as specified in statute
- The year and month in which the data were collected
- The overall rating

"Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a FIT developed by the State of California OPSC and approved by the State Allocation Board. The FIT evaluates a school facilities' 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 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 and the same criteria specified in *EC* Section 17002(d).

Descriptions should use the most recent available data collected by the LEA.

### Data Sources and Guidelines

The data must be provided by the LEA.

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 (e.g., any item marked with a 'D' or 'X' in a completed FIT) inspected and found not to be in good repair, describe the deficiency and the remedial action already taken or planned. Note the year and month of the school site inspection, the completion of the FIT or its equivalent, and the year and month of any remedial action taken or planned.

## **B. Pupil Outcomes**

### **State Priority: Pupil Achievement**

#### **CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

##### **Legal Requirements**

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

##### **Definitions**

For the two-year period (2014–15 and 2015–16), this section includes the school, LEA, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments for English Language Arts (ELA)/literacy and mathematics for grades three through eight and grade eleven.

##### **Data Sources and Guidelines**

Data are provided by the CDE.

The source of the data is CAASPP test results, including results from the Smarter Balanced Summative Assessments for ELA/literacy in grades three through eight and grade eleven.

Detailed information regarding the 2016 CAASPP ELA and mathematics results for each grade and achievement standards can be found on the CDE CAASPP Results Web page at <http://caaspp.cde.ca.gov/>.

# CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven

## Legal Requirements

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

## Definitions

For the SARC reporting year (2015–16) testing period, the percent of students by student group, total enrollment, number tested, percent tested, and percent met or exceeded in CAASPP ELA, grades three through eight, and grade eleven.

### Student Groups:

- All Students
- Male
- Female
- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Students Receiving Migrant Education Services
- Foster Youth

Socioeconomically Disadvantaged students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

## Data Sources and Guidelines

Data are provided by the CDE.

The source of the data is CAASPP test results, including results from the Smarter Balanced Assessment and the California Alternate Assessment (CAA) for ELA/literacy in grades three through eight and grade eleven.

Detailed information regarding the 2016 CAASPP results for each grade and achievement standards can be found on the CDE CAASPP Results Web page at <http://caaspp.cde.ca.gov/>.

Note: Data shared in the table may differ from the Adequate Yearly Progress (AYP) data because of the difference in 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 the 2015–16 school year, the CAASPP consists of several key components, including:

- **CAA**, the 2015–16 CAA test includes both ELA/literacy and mathematics in grades three through eight and grade eleven. The CAA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports, or accommodations.
- **Smarter Balanced**, the 2015–16 Smarter Balanced Assessments include ELA/literacy in grades three through eight and grade eleven. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards.

More information about the CAASPP system can be found on the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>.

# CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven

## Legal Requirements

EC Section 33126 (b)(1)(A)

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

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

## Definitions

For the SARC reporting year (2015–16) testing period, the percent of students by student group, total enrollment, number tested, percent tested, and percent met or exceeded in CAASPP mathematics, grades three through eight and grade eleven.

### Student Groups:

- All Students
- Male
- Female
- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Students Receiving Migrant Education Services
- Foster Youth

Socioeconomically Disadvantaged students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.



## Data Sources and Guidelines

Data are provided by the CDE.

The source of the data is CAASPP test results, including results from the Smarter Balanced Assessment and the CAA for mathematics in grades three through eight and grade eleven.

Detailed information regarding the 2016 CAASPP results for Smarter Balanced mathematics for each grade and achievement standards can be found on the CDE CAASPP Results Web page at <http://caaspp.cde.ca.gov/>.

Note: Data shared in the table may differ from the AYP data because of the difference in 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 the 2015–16 school year, the CAASPP consists of several key components, including:

- **CAA**, the 2015–16 CAA test includes both ELA/literacy and mathematics in grades three through eight and grade eleven. The CAA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports, or accommodations.
- **Smarter Balanced**, the 2015–16 Smarter Balanced Assessments include mathematics in grades three through eight and grade eleven. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards.

More information about the CAASPP system can be found on the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>.

## CAASPP Tests for in Science All Students

### Legal Requirements

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

### Definitions

For the three-year period (2013–14, 2014–15, and 2015–16) of school, LEA, and state information on the percent of students scoring at proficient or advanced on the CAASPP test in Science for grades five, eight, and ten.

The formula for the percent of students scoring at proficient or advanced by year is:

(The number of students scoring at proficient or advanced)

– divided by –

(The total number of students with valid scores)

### Data Sources and Guidelines

Data are provided by the CDE.

The source of the data is CAASPP test in Science results in grades five, eight, and ten.

Detailed information regarding the 2016 Science test results for the achievement standard and each grade can be found on the CDE CAASPP Results Web page at <http://caaspp.cde.ca.gov/>.

Note: Data shared in the table may be different from the AYP data due to the 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.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement levels.

More information about the CAASPP system can be found on the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>.

# CAASPP Tests Results in Science by Student Group Grades Five, Eight, and Ten

## Legal Requirements

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

## Definitions

For the SARC reporting year (2015–16) testing period, the percent of students by student group, total enrollment, number of students with valid scores, percent of students with valid scores, and percent proficient or advanced in CAASPP Science, grades five, eight, and ten.

The formula for the percent of students scoring at proficient or advanced by student group is:

(The number of students scoring at proficient or advanced)

– divided by –

(The total number of students with valid scores)

## Student Groups:

- All Students in the LEA
- All Students at the School
- Male
- Female
- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Students Receiving Migrant Education Services
- Foster Youth

Socioeconomically Disadvantaged students are defined as students: (1) who are eligible for the FRPM program (also known as the National School Lunch Program or NSLP), or have a direct certification for FRPMs, or (2) who are migrant, homeless, or foster youth, or (3) where neither of the parents were a high school graduate.

### **Data Sources and Guidelines**

Data are provided by the CDE.

The source of the data is the CAASPP Science test results, in grades five, eight, and ten.

Detailed information regarding the CAASPP Program Science results for each grade and achievement standards can be found on the CDE CAASPP Results Web page at <http://caaspp.cde.ca.gov>.

Note: Data shared in the table may differ from the AYP data because of the difference in 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.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement levels.

More information about the CAASPP system can be found on the CDE CAASPP System Web page at <http://www.cde.ca.gov/ta/tg/ca/>.

# Career Technical Education Programs

## Legal Requirements

EC Section 33126 (b)(16)(A) and (B)

## Definitions

For the SARC reporting year (2015–16). This section contains a listing of Career Technical Education (CTE) programs offered by the LEA during the SARC reporting year that students 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 LEA; a list of courses conducted by a Regional Occupational Centers and Programs (ROCPs), and those conducted directly by the LEA; and a listing of the primary representative of the LEA's career technical advisory committee and the industries represented on the committee.

## Data Sources and Guidelines

Narrative is developed and provided by the LEA.

Include a description of the size and scope of the CTE programs and courses offered:

- Directly at the school;
- Through ROCPs;
- In partnership academies and career academies; and
- In Specialized Secondary Programs.

Also include a description of how these programs and classes support academic achievement, including:

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

Include a description of the 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.; and
- Collaborating with youth development and economic development systems in the region.

Include a 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; and
- 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/>.

## Career Technical Education Participation

### Legal Requirements

EC Section 33126 (b)(16)(C), (D), and (E)

### Definitions

For the SARC reporting year (2015–16), the 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.

The formula for the percent of pupils completing a CTE program and graduated is:

(The unduplicated count of pupils that completed one or more CTE programs and graduated)

– divided by –

(The total number of pupils that completed a CTE program)

The formula for the percent of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education is:

(The number of CTE courses that are sequenced or articulated)

– divided by –

(The total number of CTE courses offered at the school)

### Data Sources and Guidelines

The data must be provided by the LEA.

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

The “total number of pupils participating in CTE” are the non-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/>.

## **Courses for University of California (UC) and/or California State University (CSU) Admission**

### **Legal Requirements**

EC Section 33126 (b)(11)

### **Definitions**

This section includes the percentage of high school pupils enrolled in courses required for University of California (UC)/California State University (CSU) admission during the 2015–16 school year; and the percentage of graduates who completed all courses required for UC/CSU admission during the 2014–15 school year.

The formula for the percentage of pupils enrolled in courses required for UC/CSU admission is:

(The total number of unduplicated high school pupils enrolled in courses  
required for UC/CSU admission)

— divided by —

(The total number of unduplicated high school pupils enrolled in courses  
required for UC/CSU admission at the time of the Fall Census Day [first  
Wednesday in October])

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

(The number of graduating pupils who met the UC/CSU requirements  
with CALPADS exit records indicating that all courses required for  
UC/CSU admission were completed)

— divided by —

(The total number of graduates from the most recent year)

### **Data Sources and Guidelines**

Data are provided by the CDE.

The sources of the data are the certified CALPADS Fall 1 and Fall 2 data.



For the 2015–16 data, the data source of the UC/CSU course enrollment data is the certified CALPADS Fall 2 data.

For the 2014–15 data, the data source of the number of graduates who met all UC/CSU requirements upon graduation is the certified CALPADS Fall 1 enrollment data.

A report of graduates meeting the UC/CSU admission requirements may be generated on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

## **Admission Requirements for California’s Public Universities**

### **UC**

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu/>.

### **CSU**

Eligibility for admission to the CSU is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

## State Priority: Other Pupil Outcomes

### California Physical Fitness Test Results

#### Legal Requirements

EC Section 33126 (b)(1)(B)

EC Section 35256

EC Section 60800

#### Definitions

For the SARC reporting year (2015–16), the percentage of students scoring in the healthy fitness zone on four of six, five of six, and six of six fitness standards on the Physical Fitness Test (PFT). Data are reported at the school level by grades five, seven, and nine.

The formula for the percent of students meeting fitness standards, by grade, by the number of standards is:

(The number of students meeting the number of fitness standards)

– divided by –

(The total number of students tested)

#### Data Sources and Guidelines

Data are provided by the CDE.

The source of the data is the PFT test results.

Detailed information regarding this test, and comparisons of a school's test results to the LEA and state levels, may be found on the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: Percentages are not calculated 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.

## **C. Engagement**

### **State Priority: Parental Involvement**

#### **Opportunities for Parental Involvement**

##### **Legal Requirements**

*EC* Section 33126 (b)(15)

##### **Definitions**

For the most recent school year (2016–17), provide information on how parents can become involved in school activities. Provide a description of the organized opportunities for parental involvement, including the local contact person’s name and phone number.

##### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

# State Priority: Pupil Engagement

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

### Legal Requirements

EC Section 33126 (b)(2)  
Public Law 107-110 Section 1111 (h)(1)(C)(vi)  
Public Law 107-110 Section 1111 (h)(2)(B)

### Definitions

Dropout Rate – The high school dropout rates are calculated for the 2012–13, 2013–14, and 2014–15 school years using the following cohort dropout rate formula:

(Number of cohort members who dropout by the end of  
year 4 in the cohort)

– divided by –

(Number of first-time grade 9 students in year 1 (starting cohort)  
plus students who transfer in, minus students who transfer out,  
emigrate, or die during school years 1, 2, 3, and 4)

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

Graduation Rate – The high school graduation rates are calculated for the 2012–13, 2013–14, and 2014–15 school years using the following cohort graduation rate formula:

(Number of cohort members who earned a regular high school  
diploma [or earned an adult education high school diploma or  
passed the California High School Proficiency Exam] by the end of  
year 4 in the cohort)

– divided by –

(Number of first-time grade 9 students in year 1 [starting cohort]  
plus students who transfer in, minus students who transfer out,  
emigrate, or die during school years 1, 2, 3, and 4)

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

## **Data Sources and Guidelines**

Data are provided by the CDE.

Graduation rate and Dropout rate data are sourced from CALPADS.

School graduation and dropout counts and rates may be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

# Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

## Legal Requirements

EC Section 33126 (b)(14)

## Definitions

The percent of students in the school's most recent certified graduating class that met all state and local graduation requirements for grade twelve completion. Data are provided at the school, LEA, and state levels for all students and for those student groups for which numerically significant data are reported by the CDE.

The formula for the completion of graduation requirements is:

(The total number of students who met all graduation requirements)

— divided by —

(The total number of students enrolled in grade twelve at the time of the Fall Census Day [first Wednesday in October])

## Data Sources and Guidelines

Data are provided by the CDE.

The source of the data is the certified CALPADS Fall 1 data.

Information regarding high school graduation requirements may be found on the CDE State Minimum Course Requirements Web page at <http://www.cde.ca.gov/ci/gc/hs/hsgmin.asp> and on the CDE High School Graduation Requirements Web page at <http://www.cde.ca.gov/ci/gc/hs/cefhsgradreq.asp>.

## State Priority: School Climate

### Suspensions and Expulsions

#### Legal Requirements

EC Section 33126 (b)(10)

#### Definitions

For the three school years (2013–14, 2014–15, and 2015–16), this section includes the school, LEA, and state suspensions and expulsions rates.

The formula for suspensions and expulsions rates is:

(The unduplicated count of students involved in one or more incidents for which the student was suspended or expelled during the academic year [July 1 – June 30])

– divided by –

(The unduplicated count of students with a primary, secondary, or short-term enrollment during the academic year [July 1 – June 30])

#### Data Sources and Guidelines

Data are provided by the CDE.

The source of the suspension and expulsion data is the certified End-of-Year 3 Student Discipline data collection in CALPADS.

For a list of California *EC* violations that require reporting, see the CALPADS Code Sets document (Student Offense codes) located on the CDE CALPADS System Documentation Web page at <http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

# School Safety Plan

## Legal Requirements

EC Section 32286 (a) and (b)  
EC sections 33126 and 35256

## Definitions

For the most recent school year (2016–17), the date on which the school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.

## Data Sources and Guidelines

Narrative is developed and provided by the LEA.

Schools shall review and update the comprehensive school safety plan by March 1 of each year. Every July each school shall report on the status of its school safety plan, including a description of its key elements, and provide this information in their annual SARC prepared pursuant to EC sections 33126 and 35256.

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 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/ls/ss/vp/>.



## D. Other SARC Information

### Federal Intervention Program

#### Legal Requirements

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

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

#### Definitions

Provide the following information for school year 2016–17.

**Program Improvement Status:** Indicates whether a school or LEA has been designated as Program Improvement (PI).

**First Year of Program Improvement:** The first school year that a school or LEA implemented the required ESEA services and/or interventions.

**Year in Program Improvement:** The PI placement under ESEA (e.g., Year 1, Year 2, Year 3, Year 4, Year 5, or Not in PI for schools; Year 1, Year 2, Year 3, or Not in PI for LEAs).

**Number of Schools Currently in Program Improvement:** The number of schools currently in PI within the LEA. This data element only applies to LEAs.

**Percent of Schools Currently in Program Improvement:** The number of schools currently in PI within the LEA divided by the total number of Title I schools within the LEA. This data element only applies to LEAs.

#### Data Sources and Guidelines

Data are provided by the CDE.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2016–17 school year. LEAs and schools that received Title I, Part A funds for the 2015–16 school year and were “In PI” in the 2015–16 school year will retain their same PI status and placement year for 2016–17. LEAs and schools that have a PI status and placement year for 2016–17 must continue to implement the same interventions in the 2016–17 school year as when they were identified for improvement, corrective action, or restructuring in the 2015–16 school year. However, California elects not to require LEAs and schools to provide Supplemental Educational Services and Choice for the 2016–17 school year, as defined in Section 1116 of the ESEA. For further information, please reference the State’s ESSA 2016-17 School Year Transition Plan and ESSA Updates on the CDE ESSA Web page at <http://www.cde.ca.gov/re/es>.

LEAs and schools that received Title I, Part A funds for the 2015–16 school year and either had a status of “Not in PI” for the 2015–16 school year or did not receive Title I, Part A funds for the 2014–15 school year will have a status of “Not in PI” for the 2016–17 school year.

The data source for Title I information for schools is the Title I, Part A, School Allocations from the Consolidated Application (ConApp). The data source for the Title I information for LEAs and direct-funded charter schools is the Schedule of Title I, Part A, Final Entitlements. Direct-funded charter schools are not included in LEA figures.

Historical information about the identification of schools and LEAs for PI can be found on the PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

## Average Class Size and Class Size Distribution (Elementary)

### Legal Requirements

EC Section 33126 (b)(4)

### Definitions

For the three school years (2013–14, 2014–15, and 2015–16), this section includes the average class size by year and grade level, and the number of classes by year, grade level and size.

The formula for average class size elementary is:

$$\frac{\text{(The number of students in each grade level)}}{\text{– divided by –}} \text{(The total number of classes in each grade level)}$$

The number of classes by size is a count of the number of classes by grade level and size in three groups (1-20 students, 21-32 students, and 33 or more students).

The category Other includes classes with students from multiple grades.

### Data Sources and Guidelines

Data are provided by the CDE.

For the 2013–14, 2014–15, and 2015–16 data, the data source is the CALPADS certified Fall 2 data.

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 students, 21-32 students, and 33 or more students.

Data are made available through the Staff Assignment and Course Data Web page at <http://www.cde.ca.gov/ds/sd/df/filesassign.asp> (refer to table Staff Assignment / Class Section/ Class Section Enrollment Downloadable Data Files).

## Average Class Size and Class Size Distribution (Secondary)

### Legal Requirements

EC Section 33126 (b)(4)

### Definitions

For the three school years (2013–14, 2014–15, and 2015–16), this section includes the average class size by year, subject (English, mathematics, science, and social science), and the number of classes by size in three groups (1-22 students, 23-32 students, and 33 or more students).

The formula for average class size secondary is:

(The number of students in each subject)

– divided by –

(The total number of classes in each subject)

### Data Sources and Guidelines

Data are provided by the CDE.

For the 2013–14, 2014–15, and 2015–16 data, the data source is the CALPADS certified Fall 2 data.

For schools/grades organized into self-contained classrooms (e.g., grades seven through twelve), data are reported as the average class size and the number of classrooms within each of the following class sizes: 1-22 students, 23-32 students, and 33 or more students.

Data are made available through the Staff Assignment and Course Data Web page at <http://www.cde.ca.gov/ds/sd/df/filesassign.asp> (refer to table Staff Assignment / Class Section/ Class Section Enrollment Downloadable Data Files).

## Academic Counselors and Other Support Staff

### Legal Requirements

EC Section 33126 (b)(7)

### Definitions

For the SARC reporting year (2015–16), the availability of qualified personnel to provide counseling and other student support services, including the ratio of academic counselors per student.

For the SARC reporting year (2015–16), the number of full-time equivalent (FTE) academic counselors, social/behavioral and/or career counselors, and other support services personnel who are assigned to the school.

Also required is the average number of students per academic counselor that are assigned to the school. To calculate, divide the total school enrollment by the number of FTEs in the academic counselor category.

### Data Sources and Guidelines

The data must be provided by the LEA.

The number of FTE staff assigned to the school is a count of FTEs by support services classification. A full-time support services staff employee equals one FTE or 1.0; two support services staff employees reported to work different FTEs can add up to a percentage of an FTE.

- Example 1: Support services staff member 1 works 0.5 FTE as a psychologist, and support services staff member 2 works 0.5 FTE as a psychologist. This aggregates up as a single 1.0 FTE in the psychologist classification.
- Example 2: Support services staff member 1 works 0.5 FTE as a psychologist, and support services staff member 2 works 0.3 FTE as a psychologist, and support services staff member 3 works 1.0 FTE as a psychologist. This aggregates up as 1.8 FTE in the psychologist classification at this school.

Student services support staff reports can be generated from the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

## Expenditures Per Pupil and School Site Teacher Salaries

### Legal Requirements

*EC Section 33126 (b)(3)*

*EC Section 33126.15 (b)*

*EC Section 33126.15 (c)*

*EC Section 33126.15 (d)*

### Definitions

For Fiscal Year 2014–15, 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 LEA equally, compared to the LEA-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 LEA-wide average and the state average. If a school's value is above the LEA and the state average, a positive percentage will be displayed in the SARC. For a school that is below the LEA 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 LEA 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 LEA-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 LEA-wide average and the state average. If a school's value is above the LEA and the state average, a positive percentage will be displayed in the SARC. For a school that is below the LEA and the state average, a negative percentage will be displayed in the SARC.

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* on the CDE Definitions, Instructions, & Procedures Web page at <http://www.cde.ca.gov/fq/ac/sa/>.

## **Data Sources and Guidelines**

The LEA and state average teacher salaries, as well as state expenditures per pupil (basic/unrestricted) are provided by the CDE; all other data must be provided by the LEA.

LEAs should use a consistent methodology for calculating estimated per pupil expenditures at the school site and LEA 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 CDE calculates state average expenditures per pupil from an unrestricted source, using 2014–15 data, for report cards in the 2015–16 school year. For pupil counts, the CDE uses the statewide ADA from the annual reporting period. The CDE’s calculation is based on *EC* 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 LEA and state average teacher salaries, using 2014–15 data, for report cards in the 2015–16 school year. Average teacher salaries at the LEA and state levels are derived from information collected on CDE Form J-90. These averages, which reflect only those salaries in school LEAs 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/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

## **Types of Services Funded**

### **Legal Requirements**

*EC* Section 33126 (b)(3)

### **Definitions**

For Fiscal Year 2015–16, the description of the programs and services that are provided at the school either through categorical funds or other sources.

### **Data Sources and Guidelines**

Narrative is developed and provided by the LEA.

Narrative developed by the LEA/school should specify 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 PI status.



# Teacher and Administrative Salaries

## Legal Requirements

EC Section 41409.3 (a)  
EC Section 41409.3 (b)  
EC Section 41409.3 (c)  
EC Section 41409.3 (d)(1)  
EC Section 41409.3 (d)(2)  
EC Section 41409.3 (d)(3)  
EC Section 41409.3 (e)  
EC Section 41409.3 (f)  
EC Section 41409.3 (g)  
EC Section 41409.3 (h)

## Definitions

For Fiscal Year 2014–15, every LEA, except for LEAs maintaining a single school to serve kindergarten or any of grades one through twelve, shall report teacher and administrative salaries.

The beginning, median, and highest salary paid to teachers in the LEA, as reflected in the LEA's salary scale.

The average annualized salary for school site principals is reported on CDE Salary & Benefit Schedule for the Certificated Bargaining Unit (Form J-90). Average salary data are based on salaries actually paid to administrators.

The LEA 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 LEAs that submitted CDE Form J-90. A weighting methodology was used to determine average paid salaries.

The percent of a LEA 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 percent of budget for teacher salaries is defined in object of expenditure classification 1100 of the California School Accounting Manual.

The percent of the LEA budget for administrative salaries is the sum of California School Accounting Manual, Object of Expenditure Accounts 1300 and 2300 divided by total general fund objects 1000 through 7999.

The statewide average percent of budget for administrative salaries is defined in object of expenditure classifications 1300 and 2300 of the California School Accounting Manual divided by total general fund objects 1000 through 7999.

### **Data Sources and Guidelines**

Data are provided by the CDE.

CDE gathers the teacher salary data from the Form J-90.

State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2015–16 data in most cases. Therefore, 2014–15 data are used for report cards prepared for 2015–16 school year.

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.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses

### Legal Requirements

EC Section 33126 (b)(12)

### Definitions

For the SARC reporting year (2015–16), this section includes the number of AP courses offered with student enrollment, by subject. The number of AP courses offered is calculated by counting unique AP courses with one or more students enrolled.

Also required is the percent of students in all AP courses at the school.

### Data Sources and Guidelines

Data are provided by the CDE.

The source of the data is the certified CALPADS Fall 2 data.

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

Note: LEAs may also report in a separate table their International Baccalaureate (IB) courses offered, by subject; the title and number of IB classes offered in each subject area; and the student enrollment levels in IB classes.

# Professional Development

## Legal Requirements

EC Section 33126 (b)(9)

## Definitions

For the most recent three school years (2014–15, 2015–16, and 2016–17), the annual number of school days dedicated to staff development.

## Data Sources and Guidelines

Narrative is developed and provided by the LEA.

How the following teachers and staff participate in staff development and continuous professional growth 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); and
- 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, was 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, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?