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Parent, Guardian, and Caregiver Guide to California's 2015 Accountability Progress Reporting System

The primary goal of California's Accountability Progress Reporting (APR) system is to measure and report the academic progress of California's nearly 10,000 public schools in over 1,000 local educational agencies (LEAs). An LEA is a school district, a county office of education, or statewide benefit charter.

For the 2015 reporting cycle, the system includes two major components:

- The Adequate Yearly Progress (AYP) Report
- The Program Improvement (PI) Report

The California Department of Education (CDE) prepares these reports on each school and LEA. The reports are available on the CDE APR Web page at <http://www.cde.ca.gov/apr/>.

New Funding Formula, Testing System, and State Accountability

In 2014, California's education system went through landmark changes with the implementation of a new funding formula (Local Control Funding Formula [LCFF]), the transition to a new testing system, and the shift to develop a new state accountability system.

Local Control Funding Formula

Under the LCFF, LEAs receive funds based on the demographics of the student population and have greater flexibility in using the funds to improve student outcomes. The LCFF provides additional funding for: (1) English learners (ELs), (2) foster youth, and (3) students who are eligible to receive a free or reduced-price meal.

The LCFF also requires LEAs to develop and annually update a three-year Local Control and

Accountability Plan (LCAP) which details:

- How expenditures will be spent to support student outcomes, and
- How annual goals will be met for all students, with specific activities to address state and local priorities. Further information on the LCFF and LCAP are available on the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.

New Testing System

With the establishment of a new testing system—the California Assessment of Student Performance and Progress (CAASPP)—California transitioned from paper- to computer-based tests. In spring 2015, students took the first operational computer-based tests, the Smarter Balanced Summative Assessments, in English-language arts/literacy and mathematics. Participation in these assessments were used in the calculation of the federal 2015 AYP Report.

New State Accountability System

The Public Schools Accountability Act (PSAA) of 1999 required the development of the Academic Performance Index (API) to measure school and LEA performance. From 1999 to 2013, the API was California's accountability system.

Given the transition to the LCFF and the new testing system, the API has been suspended and a new state accountability system is being developed that will be aligned with the LCFF state priorities to support continuous improvement for schools and LEAs.

AYP Report

The AYP Report is required by the federal Elementary and Secondary Education Act (ESEA). This report shows how well schools and LEAs are

meeting common standards of academic performance, as measured by whether the school or LEA makes AYP. By federal law, all California schools and LEAs receive annual AYP results.

Each year, schools and LEAs must meet indicators to make AYP. For the 2015 AYP, these indicators are: (1) student participation rate on statewide tests; (2) attendance rate (for transitional kindergarten through grade eight students [TK–8]); and (3) graduation rate (for high schools). Numerically significant student groups at a school or an LEA must also meet participation rate and/or graduation rate requirements.

Statewide AYP Requirements for 2014–15 School Year

Type of School or LEA	Participation Rate	Attendance Rate (TK–8)	Graduation Rate (high schools)
Elementary Schools, Middle Schools, and Elementary School Districts	95%	90%	N/A
Unified School Districts, High School Districts, and County Offices of Education (with grades TK–12)			90.00% or Fixed growth target rate or Variable growth target rate
High Schools and High School Districts (with grades 9–12)		N/A	

NOTE: Percent proficient data are also displayed on the 2015 AYP Report but it is not a requirement that schools and LEAs must meet in 2015. Students who achieve "Standard Exceeded" or "Standard Met" on the Smarter Balanced Summative Assessments are counted as proficient.

Numerically Significant Student Groups

For the participation rate indicator, a numerically significant student group must include 100 students or 50 students who make up 15 percent or more of

the school's total population. AYP results of numerically significant groups of students are calculated for the following categories:

- 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

Program Improvement Report

The Program Improvement (PI) Report supplements the AYP Report by providing information on the PI status of schools and LEAs. A school or an LEA that receives federal Title I, Part A, Basic, funds is subject to identification for PI if it does not make AYP for two consecutive reporting cycles. A school identified for PI must notify its parents and guardians about its PI status and offer certain types of required services during each year that it remains in PI. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive reporting cycles. Information about PI reports and identification is located on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>. Information about PI required services and/or interventions is located on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Frequently Asked Questions

Do AYP calculations affect a student's Smarter Balanced Summative Assessments score report?

No. AYP results are calculated for state, LEA, and school-level reports only.

Are school ranking data still being reported?

No. Effective July 2013, California law requiring state ranking of schools was repealed. As a result, beginning in 2014, statewide and similar schools ranks are no longer produced.

What do the first computer-based test results tell us in regards to how well schools are performing?

Because the new tests are substantially different from the previous paper-based tests (the Standardized Testing and Reporting [STAR] Program), the 2015 results will serve as a baseline from which to measure future progress. The new tests should not be compared to results from the former STAR Program tests.

More Information

To obtain information about federal accountability requirements and the AYP and PI Reports, parents, guardians, and caregivers should contact their school or school district office during regular hours. Additional information is available on the CDE APR Web page at <http://www.cde.ca.gov/apr/>.