



2015–16 Local Control Funding Formula State Priorities Snapshot Glossary

Overview

The 2015–16 Local Control Funding Formula (LCFF) State Priorities Snapshot (hereafter referred to as SP Snapshot) is a graphical display that communicates to parents/guardians/caregivers and educational stakeholders some of the required local control accountability plan (LCAP) data elements. For the purposes of the SP Snapshot, the year identified in the charts refer to the end of the academic school year. For example, the year “2014” represents data for the 2013–14 academic school year. There are three main areas emphasized in the SP Snapshot: Student Achievement, Student Engagement, and School Climate. Parents/guardians/caregivers will be able to easily view the SP Snapshot for any public school in the state and interpret multiple sets of data through one Web site.

Current law requires local educational agencies (LEAs) to annually update their LCAP, which contains approximately 26 data elements. The SP Snapshot provides three years of data for measures where state data are available. For example, foster youth data is only available for 2014 and 2015; therefore, only two years of foster youth data will be displayed in the SP Snapshot where applicable.

Note: Some data elements containing Foster Youth (FY) data are currently unavailable. The following is a list of data elements containing FY data that are currently unavailable:

- 2014 and 2015 Foster Youth Advanced Placement Exam Results
- 2015 Foster Youth Middle School Dropout Rate

All data elements displayed in the SP Snapshot are publically available and are intended for use by all schools. However, it is important to note that alternative schools will not have a 2015–16 SP Snapshot. Many of the current measures displayed in the SP Snapshot do not appropriately indicate how well alternative schools are serving their students. For example, many high school data elements are based on students in the 4-year cohort graduation rate. Many students are not on track to graduate in four years when they enroll in an alternative school. For future SP Snapshots, CDE will develop alternative measures that are more appropriate for alternative schools.

Because direct-funded and locally-funded charter schools are responsible for developing and annually updating their own LCAPs, the district-level SP Snapshot reports will not include charter school data for some of its data elements. As a result, the number, percent, and rates displayed on the district-level SP Snapshot may be different than what are presented on the California Department of Education (CDE) [DataQuest](#) Web page. However, four data elements: dropout, graduation, suspension,



and expulsion, will include charter school data. Therefore, these data elements will match the [DataQuest](#) reports.

This document provides details about each of the charts and tables found in the SP Snapshot including data sources, calculation methodologies (if applicable), and where more information is available. A list of acronyms and initialisms used in the SP Snapshot and this glossary can be found at the end of this document.

The LCFF legislation requires data be reported at the student group level if there are 30 or more students in a particular group. However, the legislation requires data for the foster and homeless youth student groups to be reported for 15 or more students.

The SP Snapshot can be found on the CDE [State Priorities Snapshot](#) Web page.

Which Local Educational Agencies and Schools have a State Priority Snapshot?

School districts, County Offices of Education (COEs), and charter schools are required to develop, adopt, and annually update a three-year LCAP. Therefore, the SP Snapshot is generated for California public schools and districts except for special education and alternative schools. Schools are considered alternative schools if they participate in the Alternative School Accountability Model (ASAM) or if schools are identified as Continuation High, District Community Day, Opportunity, County Community, Juvenile Court, or California Education Authority Schools.

More information about the Alternative School Accountability Model can be found on the CDE [ASAM](#) Web page.

Student Enrollment

Student enrollment is reported on page 1 for the 2014–15 school year and the information is displayed by student groups divided into two sections:

1. **2014–15 Enrollment by Race/Ethnicity** – A pie chart on page 1 displays the percentages of students enrolled at the school or district for the following race/ethnicity student groups:
 - American Indian or Alaska Native (AI)
 - Asian (AS)
 - Native Hawaiian or Pacific Islander (PI)
 - Filipino (FI)
 - Hispanic or Latino (HI)
 - Black or African American (AA)
 - White (WH)
 - Two or More Races (TMR)



Note: Students who do not report their race/ethnicity are not included in any race/ethnicity student group. However, these students will be included in the school, district, and state total enrollment counts.

2. **2014–15 Enrollment by Program Eligibility** – A table on the center-bottom of page 1 displays the number and percentage of students enrolled at the school or district who are eligible for the following programs:

- English Learners (EL)
- Socioeconomically Disadvantaged (SED)
- Students with Disabilities (SWD)
- Foster Youth (FY)

The SED student group includes students with a Free or Reduced Priced Meals (FRPM) program record, including those who were directly certified, or who are migrant, homeless, or foster youth. In addition, students with parents/guardians/caregivers whose highest educational level is “Not a High School Graduate” are also included in the SED student group.

Even though foster youth is already included in the SED student group, the LCFF reforms also require LEAs to develop LCAPs that include activities and annual goals for foster youth. Therefore, beginning in 2013–14, foster youth data were collected and will be displayed as their own separate program eligibility student group if data are available.

If a student was eligible for any of the above programs on Fall 1 Census¹ Day, they were included in the program eligibility count. Because students may be eligible for more than one program, they can be included in multiple program counts.

Calculation Formula for Student Group Enrollment

The percentages for race/ethnicity and program eligibility student groups are calculated by dividing the number of students in each student group category by the total enrollment collected on Fall 1 Census Day.

$$\frac{\text{Total number of students in each student group}}{\text{Total number of students enrolled in the school}}$$

Student enrollment data are sourced from the California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 Census Day. CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data,

¹ Fall 1 Census – The first Wednesday in October where the annual enrollment window opens and the school records the population of students enrolled on this day.



discipline, assessments, staff assignments, and other data for state and federal reporting.

CALPADS Fall 1 Census enrollment data are available on the CDE [DataQuest](#) Web page. To obtain the enrollment data from the CDE [DataQuest](#) Web page, please select the school-level or district-level enrollment report.

Note: For this data element, charter schools' results were not included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will be different than what are presented on the CDE [DataQuest](#) Web page.

a-g Requirements

Three years of a-g information are reported for the 4-year graduation cohorts and are displayed in three bar graphs:

1. **Percent of 4-Year Cohort that Completed a-g Requirements: District/Schoolwide** – The a-g “District/Schoolwide” bar graph on page 1 displays the school, district, and/or state percentages of students who have successfully completed all a-g requirements.
2. **Percent of 4-Year Cohort that Completed a-g Requirements: Student Groups** – The race/ethnicity student group bar graph on page 3 (for high school reports) or page 4 (for K–12 school and district reports) displays the percentage of students by race/ethnicity at the school or district who have successfully completed all a-g requirements. The program eligibility student group bar graph on page 3 (for high school reports) or page 4 (for K–12 school and district reports) displays the percentage of students, by SED, EL, SWD, and FY who have successfully completed all a-g requirements.

For this data element, the number, percent, and rates displayed in the SP Snapshot will be different than the CDE [DataQuest](#) Web report. The SP Snapshot does not include charter schools' results in the district-level report and the [DataQuest](#) report is based on a 1-Year cohort rate.

Calculation Formula for the Percent of 4-Year Cohort that Completed a-g Requirements

The percentage of 4-year cohort students meeting a-g requirements is calculated by dividing the total number of graduates who completed all a-g requirements with a grade “C” or better by the total number of students in the cohort for each respective school year displayed.



Total number of graduates who completed a-g requirements with a grade “C” or better
 Total number of students in the cohort

Cohort is defined as the number of first-time grade nine 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.

The a-g requirements data are sourced from CALPADS.

a-g Background

The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission. This minimum set of courses required for admission to a UC and/or CSU is known as the a-g requirements.

The following is a list of a-g requirements for admissions to a UC or CSU:

High School Subject Area	State Mandated Requirements (<i>Education Code [EC] 51225.3</i>) for High School Graduation	UC Requirements for Freshman Admissions	CSU Requirements for Freshman Admissions
English	Three Years	Four years of approved courses.	Four years of approved courses.
Mathematics	Two years, including Algebra I, beginning in 2003–04. (<i>EC 51224.5</i>)	Three years, including algebra, geometry, and intermediate algebra. Four years recommended.	Three years, including algebra, intermediate algebra, and geometry.
Social Studies/Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics.	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography.	Two years, including one year of U.S. history or U.S. history and government and one year of another approved social science.
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. Three years recommended.	Two years, including one year of biological and one year of physical science with lab.



Foreign Language	One year of either visual and performing arts, foreign language, or career technical education.	Two years in same language required. Three years recommended.	Two years in same language required.
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Two years	Not Applicable	Not Applicable
Electives	Not Applicable	One year	One year

More information about the a-g requirements can be found on the CDE [Graduation Requirements](#) Web page.

Career Technical Education

Three years of Career Technical Education (CTE) data are reported for the 4-year graduation cohorts and are displayed on three bar graphs:

1. **Percent of 4-Year Cohort that Completed At Least 1 CTE Pathway: District/Schoolwide** – The CTE “District/Schoolwide” bar graph on page 1 displays the school, district, and/or state percentages of students completing at least 1 CTE sequence or program of study that align with the State Board of Education (SBE)-approved career technical educational standards and frameworks (also known as CTE pathway).
2. **Percent of 4-Year Cohort that Completed At Least 1 CTE Pathway: Student Groups** – The race/ethnicity bar graph on page 3 (for high school reports) or page 4 (for K–12 school and district reports) displays the percentage of students by race/ethnicity at the school or district who have successfully completed at least 1 CTE Pathway. The program eligibility bar graph on page 3 displays the percentage of students, by EL, SED, SWD, and FY at the school or district who have successfully completed at least 1 CTE pathway.

For this data element, charter schools’ results were not included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will be different than what are presented on the CDE [DataQuest](#) Web page.



Calculation Formula for the Percentages of Career Technical Education Completers:

The percentages of CTE completers are calculated by dividing the number of students who completed at least 1 CTE pathway by the total number of students in the cohort.

$$\frac{\text{Total number of students who completed at least 1 CTE pathway}}{\text{Total number of students in the cohort}}$$

The number of students who completed at least 1 CTE pathway are sourced from CALPADS.

Career Technical Education Background

The CTE is a program of study that involves a multiyear sequence of courses (grades seven through twelve) that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. CTE engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society. There are currently 15 industry sectors in which students may study.

Industry Sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing Sales and Service
- Public Services
- Transportation

More information about CTE can be found on the CDE [Career Technical Education](#) Web page.



Percent of English Learner Students Who Made Progress Towards English Proficiency

The bar graph on page 1 displays the percentage of EL students who made progress towards English proficiency as measured by the California English Language Development Test (CELDT). The percentages are reported for the last three years for a school and/or district, and the state.

Note: For this data element, charter schools' results were not included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot reports will be different than what are presented on the [CDE DataQuest](#) Web page.

Calculation Formula for the Percentage of English Learner Students Who Made Progress Towards English Proficiency

The percentage of EL students who made progress towards English proficiency is calculated as follows:

$$\frac{\text{Number of students making progress in learning English as measured by the CELDT}}{\text{Total number of CELDT takers with a prior CELDT score}}$$

How Making Progress in Learning English is Measured

In order to demonstrate progress toward learning English as measured by the CELDT, ELs at the Beginning, Early Intermediate, or Intermediate levels must gain at least one performance level; ELs at the Early Advanced or Advanced levels must reach the English proficient level; and ELs at the English proficient level are expected to maintain that level until they are reclassified.

A student is defined as meeting the English proficient level on the CELDT if **both** of the following criteria are met:

- Overall performance level of Early Advanced or Advanced, **and**
- Domain performance level of Intermediate or above
 - For kindergarten² through grade one, only the listening and speaking domains need to be at the Intermediate level or above
 - For grades two through twelve, all four domains (i.e., listening, speaking, reading, and writing) need to be at the Intermediate level or above

All test-takers with a prior CELDT score, regardless of test purpose (Initial, Annual, or Unknown), are included in the total number of CELDT takers with a prior CELDT score.

² Also includes students in transitional kindergarten (TK).



California English Language Development Test Background

The CELDT is given as an initial assessment to students whose primary language is not English when they enroll in a California school for the first time. EL students are annually assessed until they are determined to be fluent English proficient. Annual assessments are given to EL students enrolled in kindergarten through grade twelve in California public schools.

The CELDT has three purposes:

1. Identify students who are limited English proficient
2. Determine the level of English language proficiency of students who are limited English proficient
3. Assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English

More information about the CELDT can be found on the CDE [California English Language Development Test](#) Web Page.

English Learner Reclassification Rate

The **Percent of English Learner Students Who Were Reclassified** bar graph on page 1 displays the percentage of students who have been reclassified as fluent English proficient (RFEP). The percentages are reported for the last three years for a school and/or district and the state.

Calculation Formula for English Learner Reclassification Rate

The percentages of EL reclassification are calculated by dividing the number of EL students reclassified to RFEP between Census Day (year 1) to Census Day (year 2) by the total of EL enrollment Census Day (year 1).

$$\frac{\text{Total number of RFEP students}}{\text{Total number of EL students enrolled}}$$

EL reclassification rate data are sourced from CALPADS.

LEAs are required to administer the CELDT annually to identify ELs until they are designated as RFEP. Reclassification can be based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent/guardian/caregivers input, and the student's performance of basic skills. Basic skills are measured by statewide assessments in English-language arts (ELA). However, each LEA can have its own specific criteria for



reclassification, so interpreting an accurate comparison between LEA reclassification rates can be difficult.

The reclassification rate data are available on the CDE [DataQuest](#) Web page. To obtain reclassification data from the CDE [DataQuest](#) Web page, please select the English Learner report.

Note: For this data element, charter schools' results were not included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will be different than what are presented on the CDE [DataQuest](#) Web page.

Advanced Placement

Results from the Advanced Placement (AP) exams are reported for the last three years and are displayed in three bar graphs:

- 1. The Percent of Students Who Passed an AP Exam with a Score of 3 or Higher: District/Schoolwide** – The AP “District/Schoolwide” bar graph on page 2 displays the school, district, and/or state percentages of students who have successfully passed an AP examination with a score 3 or higher. At the bottom of the bar graph, a table with the total number of grades ten through twelve enrollment are displayed. The percentage of students who took at least one AP exam are also displayed. Grade nine students who took at least one AP exam were included in the percentage.
- 2. The Percent of Students Who Passed an AP Exam with a Score of 3 or Higher: Student Groups** – The race/ethnicity bar graph on page 3 (for high school reports) or page 4 (for K–12 school and district reports) displays the percentage of students by race/ethnicity at the school or district who have successfully passed an AP examination with a score 3 or higher. The program eligibility bar graph on page 3 (for high school reports) or page 4 (for K–12 school and district reports) displays the percent of students, by EL, SED, and SWD who have successfully passed an AP examination with a score of 3 or higher.

Calculation Formulas for the Percentages of Students Passing an Advanced Placement Exam with a Score of 3 or Higher:

The percentage for the AP charts are calculated by dividing the total number of AP test-takers with a score 3 or higher on any AP examination by the total number of AP test-takers.

$$\frac{\text{Total number of AP test-takers with a score of 3 or higher on any exam}}{\text{Total number of AP test-takers}}$$



Note: For this data element, the percentages displayed on the SP Snapshot will not match the percentages displayed on the CDE [DataQuest](#) Web page. The SP Snapshot percentages were calculated based on unduplicated student counts. Therefore, if a student had multiple AP Exams with a score of 3 or higher, the student is only included once in the numerator. The same principle applies to the denominator.

For schools with a small *N* size, a significant change in percentages from one year to the next can occur. For example, in 2013 and 2014, no EL students took an AP exam; in 2015, there was one EL student who took an AP exam and scored 3 or higher. Therefore, the percentage significantly increased from 0 percent to 100 percent.

Calculation Formulas for the Percentage of Students who took at least one Advanced Placement Exam:

1. For 2013 and 2014, the percentages of students taking an AP examination are calculated by dividing the number of students in grades nine through twelve who took at least one AP exam by the number total number of grades ten through twelve students enrolled on the Fall 1 Census Day plus the number of grade nine students who took an AP examination for each respective school-year.

$$\frac{\text{Number of students in grades nine through twelve who took at least one AP examination}}{\text{Total grades ten through twelve enrollment plus grade nine students* who took an AP examination}}$$

2. For 2015, the percentage of students taking an AP examination is calculated by dividing the total number of students who took at least one AP exam by the total number of students enrolled in grades ten through twelve on Fall 1 Census Day.

$$\frac{\text{Total number of students who took at least one AP Exam}}{\text{Total number of students enrolled in grades ten through twelve on Fall 1 Census Day}}$$

*Note: The statewide percentage of grade nine students who took an AP examination in 2013 and 2014:

- 2012–13 School Year: 1.3 Percent
- 2013–14 School Year: 1.7 Percent

AP data are sourced from the College Board and are available on the CDE [Postsecondary Education](#) Web page.



Note: For this data element, charter schools' results were not included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will be different than what are presented on the CDE [DataQuest](#) Web page.

Advanced Placement Background

The AP Program was established over 40 years ago by the College Board, a national nonprofit organization. The AP Program consists of college-level courses in 37 subject areas.

The AP Program provides incentives for public high schools in California to provide access to rigorous, college-level courses for interested and prepared students. With such programs, students may pursue college-level work while still in high school and receive college credit, advanced academic standing, or both.

AP courses are recognized by virtually all public and private universities. Successful completion of AP courses, and the related tests, can greatly help students in the very competitive process of university admission.

More information about AP can be found on the [College Board](#) Web page.

College Readiness determined by Early Assessment Program

The Early Assessment Program (EAP) results are reported for the last three years and are displayed in multiple series of stacked bar graphs for ELA and mathematics:

- 1. EAP College Readiness Results for ELA and Mathematics** – The two stacked bar graphs on page 2 display the percentage of students at a school, district, and/or state who participated in, and demonstrated a level of college preparedness pursuant to, the EAP ELA and/or mathematics. The total number and percent of students enrolled in grade eleven who took the EAP ELA and/or mathematics are also displayed at the bottom of each graph.
- 2. EAP College Readiness Results for ELA in 2015, 2014, and 2013 by Student Groups** – The three stacked bar graphs on page 4 (for high school reports) or page 5 (for K–12 school and district reports) display the EAP ELA results for the last three years. The race/ethnicity charts display the percentages of students by race/ethnicity who participated in EAP ELA along with their EAP ELA results. The program eligibility charts display the percentage of students, by EL, SED, SWD, and FY, who participated in the EAP ELA and their results.
- 3. EAP College Readiness for Mathematics in 2015, 2014, and 2013 by Student Groups** – The three stacked bar graphs on page 5 (for high school reports) or page 6 (for K–12 school and district reports) display the EAP math results for the



last three years. The race/ethnicity charts display the percentages of students by race/ethnicity who participated in EAP math along with their EAP math results. The program eligibility charts display the percentage of students, by EL, SED, SWD, and FY, who participated in the EAP mathematics and their results.

Note: Historically, the EAP was a voluntary test. However, beginning in the spring of 2015, all grade eleven students who took the Smarter Balanced test received EAP results.

For this data element, charter schools' results were not included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will be different than what are presented on the CDE [DataQuest](#) Web page.

The [CSU EAP](#) Web page only contains results for those students who authorized the release of their EAP results to CSU. The SP Snapshot results include all students that participated in the EAP tests regardless of whether or not the student indicated the results could be shared with the CSU. Therefore, the number, percent, and rates displayed on the [CSU EAP](#) Web page may be different than what are presented in the SP Snapshot and on the CDE [DataQuest](#) Web page.

The EAP results for ELA and mathematics are categorized by three levels of readiness:

- **Ready** – The student has met the CSU entry-level ELA and/or mathematics requirements.
- **Conditionally Ready** – The student is ready for CSU/CCC college-level ELA and/or mathematics courses, but will need to take additional ELA and/or mathematics courses in grade twelve before CSU/California Community Colleges (CCC) admission.
- **Not Ready** – The student does not yet have sufficiently strong ELA and/or mathematics skills to succeed in many required college courses.

Calculation Formulas for Early Assessment Program College Readiness Results

1. The percentages for EAP readiness are calculated by dividing the number of grade eleven students who scored Ready, Conditionally Ready, or Not Ready on the EAP ELA and/or mathematics by the number of grade eleven students that completed the EAP ELA and/or mathematics.

$$\frac{\text{Number of grade eleven students who scored } \underline{\text{Ready, Conditionally Ready, or Not Ready on the EAP ELA and/or mathematics}}}{\text{Number of grade eleven students who completed the EAP ELA and/or mathematics}}$$



- For 2013 and 2014, the percentages of students who took the EAP for ELA and/or mathematics are calculated by dividing the number of grade eleven students that completed the EAP for ELA and/or mathematics by the total number of grade eleven students within each respective school-year.

$$\frac{\text{Total number of grade eleven students that completed EAP ELA or mathematics}}{\text{Total number of grade eleven students}}$$

- For 2015, the percentages of students who took the EAP for ELA and/or mathematics are calculated by dividing the total number of grade eleven students that participated in Smarter Balanced assessments by the total number of grade eleven students enrolled at the school during the testing window.

$$\frac{\text{Total number of grade eleven students that participated in Smarter Balanced assessments}}{\text{Total number of grade eleven students enrolled during the testing window}}$$

Early Assessment Program Background

The CDE collaborates with the CSU, CCC, and the SBE, to address the increasing number of incoming college students who require remediation in ELA and/or mathematics.

EAP data are sourced from the CSU. However, the CSU EAP Web page only contains results for those students who authorized the release of their results to CSU. The SP Snapshot results include all students that participated in the EAP tests regardless of whether or not the student indicated the results could be shared with the CSU. Therefore, the number, percent, and rates displayed on the [CSU EAP](#) Web page may be different than what are presented in the SP Snapshot and on the CDE [DataQuest](#) Web page. More information about EAP can be found on the CDE [Early Assessment Program](#) Web page and the [CSU EAP](#) Web page.

Smarter Balanced Summative Assessments for English-language Arts and Mathematics

The 2015 elementary and middle schools' Smarter Balanced Summative Assessments results for grades three through eight are displayed in multiple series of stacked bar graphs for ELA and mathematics:

- Smarter Balanced Summative Assessment Results for ELA and Mathematics** – The two stacked bar graphs on page 2 display the percentage of students at a school, district, and/or state who demonstrated a performance level of Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not



Met on the 2015 Smarter Balanced Summative Assessments for ELA and mathematics.

- 2. Smarter Balanced Summative Assessment Results for ELA and Mathematics by Student Groups** – The race/ethnicity student group bar graphs on page 3 (for elementary and middle school and/or district reports) or page 8 (for K–12 school and/or district reports) display the percentage of students by race/ethnicity at the school, district, and/or state who have demonstrated a performance level of Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met on the 2015 Smarter Balanced Summative Assessments for ELA and mathematics. The program eligibility bar graphs on page 3 (elementary and middle school and/or district reports) or page 8 (K–12 school and/or district reports) display the percentage of students, by EL, SED, SWD, FY, and Homeless (HM) at the school, district, and/or state who demonstrated a performance level of Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met on the 2015 Smarter Balanced Summative Assessments for ELA and mathematics.

Note: Because the first administration of the Smarter Balanced Summative Assessment in ELA and mathematics was in 2015, only one year of data are available.

For this data element, grade eleven students' results were not included in the percentages. Since all grade eleven students who participated in the Smarter Balanced Summative Assessments received EAP results, their results were included and displayed in the EAP section instead. This will result in differences of numbers, percentages, and rates under the "All Grades" total displayed in the SP Snapshot reports for K–12 schools and districts and what is presented on the CDE [DataQuest](#) Web page.

In addition, charter schools' results were not included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will also be different than what are presented on the CDE [DataQuest](#) Web page.

The Smarter Balanced Summative Assessment results for ELA and mathematics are categorized by four levels of performance:

- **Standard Exceeded** – The student has **exceeded** the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in ELA or mathematics needed for likely success in future coursework.



- **Standard Met** – The student has **met** the achievement standard and demonstrates the knowledge and skills in ELA or mathematics needed for likely success in future coursework.
- **Standard Nearly Met** – The student has **nearly met** the achievement standard and may require further development to demonstrate the knowledge and skills in ELA or mathematics needed for likely success in future coursework.
- **Standard Not Met** – The student has **not met** the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in ELA or mathematics needed for likely success in future coursework.

Calculation Formula for Smarter Balanced Summative Assessment Results

The percentages for each of the performance levels in ELA and mathematics are calculated by dividing the number of students who scored Standard Exceeded, or Standard Met, or Standard Nearly Met, or Standard Not Met by the total number of students with a valid Smarter Balanced Summative Assessment test.

$$\frac{\text{Number of students who scored Standard Exceeded or Standard Met or Standard Nearly Met, or Standard Not Met on the } \underline{\text{2015 Smarter Balanced Summative Assessment for ELA or mathematics}}}{\text{Total number of valid 2015 ELA or mathematic test}}$$

To be included in the valid test count, a student must have a record indicating that he/she has taken the Smarter Balanced Summative Assessments and be continuously enrolled (enrolled at the same school and/or district from the first Wednesday in October, without a break in enrollment of more than 30 consecutive days, to the first day of testing). More information about continuous enrollment for accountability purposes can be found on the CDE [Continuous Enrollment Processing Rules](#) Web page.

Smarter Balanced Assessment Consortium Background

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014 to replace the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The CAASPP system encompasses the Smarter Balanced Summative Assessments, California Alternative Assessments (CAA), and the California Standards Test (CST) for Science. The Smarter Balanced Summative Assessments utilize computer-adaptive tests and performance tasks while the CAA only utilizes the computer-adaptive tests to measure a student's academic performance in ELA/Literacy and mathematics. The Smarter Balanced Summative Assessments and CAA are based on the Common Core State Standards (CCSS) for ELA and mathematics. The CST for Science is a paper-pencil tests based on the California content standards for science adopted by the SBE in October 1998.



The new California Science Test (CAST) based on the Next Generation Science Standards (NGSS), adopted in September 2013, are not yet available.

For the current SP Snapshot, only the Smarter Balanced Summative Assessments results for ELA and mathematics are displayed. As the CAA and the CAST results become available, they will be incorporated into future SP Snapshot updates.

More information about the CAASPP system can be found on the CDE [California Assessment of Student Performance and Progress](#) Web page.

High School Graduation Rate

High school graduation rates are reported by percentages for the last three years and are displayed in three sections:

1. **4-Year Cohort High School Graduation Rate: District/Schoolwide** – The graduation rate “District/Schoolwide” bar graph on page 2 (for high school reports) or page 3 (for K–12 school and district reports) displays the high school graduation rate of a school, district, and/or state.
2. **4-Year Cohort High School Graduation Rate** – The student group graduation rates on page 6 (for high school reports) or page 7 (for K–12 school and district reports) are displayed in two bar graphs that are disaggregated by race/ethnicity and program eligibility. The race/ethnicity bar graph displays the percentage of high school graduates by race/ethnicity for the last three years. The program eligibility bar graph displays the percentage of high school graduates by EL, SED, and SWD for the last three years.

Calculation Formula for 4-Year Cohort Graduation Rate

The 4-year cohort graduation rate is calculated by taking the number of cohort members who earned a regular high school diploma or earned an adult education high school diploma-by the end of year 4 and dividing it by the total number of students in a cohort.

$$\frac{\text{Number of cohort members who graduated by the end of Year 4}}{\text{Number of students in a cohort}}$$

Cohort is defined as the number of first-time grade nine 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.

High school graduation rate data are sourced from CALPADS. The graduation rate data are available on the CDE [DataQuest](#) Web page. To obtain the graduation data from the



CDE [DataQuest](#) Web page, please select the school-level, district-level, or state-level graduate report.

High School Dropout Rate

High school dropout rates are reported by percentages for the last three years and are displayed in three sections:

1. **4-Year Cohort High School Dropout Rate: District/Schoolwide** – The dropout rate “Districtwide” bar graph on page 2 (for high school reports) or page 3 (for K–12 school and district reports) displays a school, district, and/or state 4-year cohort high school dropout rate.
2. **4-Year Cohort High School Dropout Rate: Student Groups** – The student group dropout rates on page 6 (for high school reports) or page 7 (for K–12 school and district reports) are displayed in two bar graphs that are disaggregated by race/ethnicity and program eligibility. The race/ethnicity bar graph displays the percentage of high school dropouts by race/ethnicity for the last three years. The program eligibility bar graph displays the percentage of high school dropouts, by EL, SED, and SWD, for the last three years.

Calculation Formula for 4-year Cohort High School Dropout Rate

Similar to the high school graduation rate, the high school dropout rate is based off a 4-year cohort. The 4-year cohort high school dropout rates are calculated by dividing the number of cohort members who dropout during years 1, 2, 3, 4 by the total number of cohort members.

$$\frac{\text{School, district, and/or state 4-Year cohort dropouts}}{\text{School, district, and/or state 4-Year cohort members}}$$

High school dropout rate data are sourced from CALPADS and are available on the CDE [DataQuest](#) Web page. To obtain the dropout data from the CDE [DataQuest](#) Web page, please select the school-level, district-level, or state-level dropouts.

Middle Grade Dropout Rate

Middle grade dropout numbers and rates are reported for grade eight. However, grade nine dropout numbers and rates are included if it is the highest grade with enrollment at the school (e.g., the dropout rate for a school that serves grades seven to nine includes grade eight and nine dropouts). Data are provided for the last three years and are displayed in three tables:



1. **Middle Grade Dropout Number and Rate: District/Schoolwide** – The “District/Schoolwide” middle grade dropout table on page 1 (for middle school reports) or page 3 (for K–12 school and district reports) displays a school, district, and/or state middle grade dropout number and rate.
2. **Middle Grade Dropout Number and Rate by Student Groups** – The race/ethnicity table on page 2 (for middle school reports) or page 7 (for K–12 school and district reports) displays the number and percent of middle grade student dropouts by race/ethnicity. The program eligibility table on page 7 displays the number and percent of middle grade student dropouts, by EL, SED, SWD, and FY. (The FY middle grade dropout number and rate are only available for 2013–14 and 2014–15.)

Calculation Formula for Middle Grade Dropout Rate

The middle grade dropout rates are calculated by dividing the number of students in grades eight and nine, if grade nine is the highest grade with enrollment, who dropped out during the academic school year by the total number of enrolled students collected at the time of Fall 1 Census Day of the same academic year.

$$\frac{\text{School, district, and/or state academic year dropouts}}{\text{School, district, and/or state academic year enrollment}}$$

Academic Year Dropouts = Reported dropouts – Reenrolled dropouts + Lost Transfers

- **Reported Dropouts** – Students reported as dropouts.
- **Reenrolled Dropouts** – Students initially reported as dropouts but subsequently found to be enrolled in another California public school.
- **Lost Transfers** – Students reported as having transferred to another California public school but not found enrolled or students reported as exiting for the summer, but not found enrolled in the fall.

Middle school dropout rate data are sourced from CALPADS. The grades eight and nine dropout data are available on the CDE [DataQuest](#) Web page. To obtain grades eight and nine school dropout data from the CDE [DataQuest](#) Web page, please select school-level, district-level, or state-level dropout reports.

Student Suspension Rate

The **Number and Percent of Students Suspended** are reported for the last three years for a school, district, and/or state and are displayed on a table found on page 1



(for elementary and middle reports), page 2 (for high school reports), or page 3 (for K–12 school and district reports).

Calculation Formula for Student Suspension Rates

Student suspension rates are calculated by dividing the unduplicated number of students suspended during the school year by the total number of cumulative enrollment for the school year.

$$\frac{\text{Unduplicated number of students suspended during the school year}}{\text{Total number of cumulative enrollment for the school year}}$$

Cumulative enrollment is the total number of unique or unduplicated primary, secondary, and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

Student suspension rate data are sourced from CALPADS. The suspension rate data are available on the CDE [DataQuest](#) Web page. To obtain the suspension data from the CDE [DataQuest](#) Web page, please select the school-level or district-level suspension report.

Note: For this data element, locally-funded charter schools' results were included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will match the data on the CDE [DataQuest](#) Web page.

Student Expulsion Rate

The **Number and Percent of Students Expelled** are reported for the last three years for a school, district, and/or state and are displayed on a table found on page 1 (for elementary and middle reports), page 2 (for high school reports), or page 3 (for K–12 school and district reports).

Calculation Formula for Student Expulsion Rates

Student expulsion rates are calculated by dividing the unduplicated number of student expelled during the school year by the total number of cumulative enrollment for the school year.

$$\frac{\text{Unduplicated number of students expelled during the school year}}{\text{Total number of cumulative enrollment for the school year}}$$

Cumulative enrollment is the total number of unique or unduplicated primary, secondary, and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.



Student expulsion rate data are sourced from CALPADS. The student expulsion rate data are available on the CDE [DataQuest](#) Web page. To obtain the student expulsion data from the CDE [DataQuest](#) Web page, please select the school-level or district-level expulsion report.

Note: For this data element, locally-funded charter schools' results were included in the district-level report. Therefore, the number, percent, and rates displayed in the district-level SP Snapshot will match the data on the CDE [DataQuest](#) Web page.

Contact Information

For more information about the LCFF SP Snapshot, please contact the Academic Accountability Unit by phone at 916-319-0863 or by e-mail at aauc@cde.ca.gov.



SP Snapshot Acronyms and Initialisms

Acronyms and Initialisms	Description
AA	African American (Student Group)
a-g course(s)	High school course(s) that satisfies the a-g requirements
a-g requirements	A uniform minimum set of courses required for admission to a University of California or California State University
AI	American Indian or Alaska Native (Student Group)
AP	Advanced Placement
AS	Asian (Student Group)
CAA	California Alternative Assessments
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CAST	California Science Test
CCC	California Community Colleges
CCSS	Common Core State Standards
CDE	California Department of Education
CELDT	California English Language Development Test
CHSPE	California High School Proficiency Examination
COEs	County Offices of Education
Cohort (4 year)	Number of first-time grade nine students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during the school years 1, 2, 3, and 4
CSU	California State University
CTE	Career Technical Education
CTE Pathway	A sequence or program of study that aligns with state board-approved career technical educational standards and frameworks
DataQuest	A dynamic system on the CDE Web site that provides data reports
EAP	Early Assessment Program
EC	<i>Education Code</i>
EL	English learner (Program Eligibility Student Group)
ELA	English-language arts
Fall 1 Census Day	The first Wednesday in October where the enrollment window opens and enrollment data are recorded.
Fall 1 Enrollment	Enrollment data collected from the Fall 1 Census Day
FI	Filipino (Student Group)
FRPM	Free or Reduce Priced Meals
FY	Foster Youth (Program Eligibility Student Group)
HI	Hispanic or Latino (Student Group)
HM	Homeless (Student Group for CAASPP Results)



LCAP	Local Control Accountability Plan
LEAs	local educational agencies
LCFF	Local Control Funding Formula
NGSS	Next Generation Science Standards
PI	Native Hawaiian or Pacific Islander (Student Group)
RFEP	Reclassified as fluent English proficient
SBE	State Board of Education
SED	Socioeconomically Disadvantaged (Program Eligibility Student Group)
SWD	Students with Disabilities (Program Eligibility Student Group)
TMR	Two or More Races (Student Group)
UC	University of California
WH	White (Student Group)