

## SCHOOL ACCOUNTABILITY REPORT CARD



### State of California Requirements

Origin and Purpose

Basic Principles

Required Elements

### San Diego City Schools Implementation

Organization

Publication



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## State of California School Accountability Report Card

### PURPOSE

- Promote a model statewide standard of instructional accountability and conditions for teaching and learning.
- Provide data by which parents can make meaningful comparisons between public schools.

### BASIC PRINCIPLES

- Inform local school communities about conditions and progress at each school.
- Involve all segments of the school community in preparing the school report card.
- Assess and report school program performance, not the performance of individual staff or students.

### REQUIRED ELEMENTS *per Proposition 98 (1989) as updated by SB1665 (1994), AB572 (1997), SB1X (1999), and SB1632 (2000)*

1. Pupil achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals for the most recent three-year period, including: results by grade level from district assessment tool(s); results from statewide assessment(s); average SAT verbal and math scores.
2. Progress toward reducing dropout rates, including the one-year dropout rate for the schoolsite over the most recent three-year period.
3. Estimated expenditures per pupil and types of services funded.
4. Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the schoolsite by grade level; the average class size; and the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the state Class Size Reduction Program.
5. Total number of the school's credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject area(s) of competence, for the most recent three-year period.
6. Quality and currency of textbooks and other instructional materials.

7. Availability of qualified personnel to provide counseling and other pupil support services.
8. Availability of qualified substitute teachers.
9. Safety, cleanliness, and adequacy of school facilities.
10. Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of schooldays dedicated to staff development for the most recent three-year period.
11. Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period.
12. Teacher and staff training, and curriculum improvement programs.
13. Quality of school instruction and leadership.
14. Degree to which pupils are prepared to enter the work force.
15. Total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of instructional minutes per school year required by state law.
16. Total number of minimum days in the school year.
17. Salary and budget information including beginning, median, and highest salary paid to teachers in the district; average salary for school site principals in the district; salary of district superintendent; percentage of school district expenditures allocated for salaries of administrative personnel; percentage of school district expenditures for salaries of teachers. (Each element must be compared to statewide averages for districts of appropriate size and type.)
18. Status of the school safety plan, including a description of its key elements.
19. Academic Performance Index information including disaggregation of subgroups; statewide ranking with a description of the components of the ranking; whether the school met its growth targets; whether the school qualified for the Immediate Intervention/Underperforming Schools Program; whether the school qualified for the Governor's Performance Award Program.
20. Percentage of pupils completing Grade 12 who successfully complete the high school exit examination, as compared to district and state percentages.
21. Percentage of graduates who have passed course requirements for entrance to the University of California and the California State University, and the percentage of pupils enrolled in those courses.

22. Whether the school has a college admission test preparation course program.
23. Contact information pertaining to any organized opportunities for parental involvement.

## San Diego City Schools School Accountability Report Card

### ORGANIZATION

- **School Profile**
  - Demographic information
  - *Mission and goals (district, school)*
- **Student Learning**
  - Student achievement
  - School-to-career transition
  - Attendance/dropouts
  - Discipline and climate for learning
- **Teaching Quality** (Instructional Program and Supports)
  - Teaching assignments
  - Teacher/administrator evaluation
  - Substitutes
  - Instructional and leadership quality
  - Instructional time
  - Training and curriculum improvement
  - Counseling and support services
  - Textbooks and instructional materials
  - School facilities and safety
  - Class size
- **Integration and Diversity**
  - *Race and human relations*
- **Shared Decision Making**
  - *Community involvement*
- **Finances**
  - School budget with district averages
  - District and state salary data

**PUBLICATION AND DISTRIBUTION**

- Accountability and Research Office develops format, standard language for identified areas, guidelines for any new elements.
- School site revises report card using prior year version plus any new guidelines.
- Editorial assistants desktop-publish revised versions.
- District Translation Office translates into Cambodian, Hmong, Lao, Somali, Spanish, Tagalog, Vietnamese per site needs.
- District Printing Services Department duplicates and distributes to schools for dissemination to staff, parents, community members.
- Accountability and Research Office posts all School Accountability Report Cards on website ([www.sandi.net/research/](http://www.sandi.net/research/)).