

AMENDED IN ASSEMBLY JUNE 13, 2011

AMENDED IN SENATE MAY 4, 2011

AMENDED IN SENATE MARCH 24, 2011

SENATE BILL

No. 547

Introduced by Senator Steinberg

February 17, 2011

~~An act to amend Section 52052 of, and to add Section 52052.8 to, the Education Code, relating to school accountability. An act to amend and repeal Sections 52052 and 52052.1 of, and to add Sections 52052.8, 52052.81, 52052.82, 52052.83, and 52052.84 to, the Education Code, relating to school accountability.~~

LEGISLATIVE COUNSEL'S DIGEST

SB 547, as amended, Steinberg. Public school performance ~~accountability: Academic Performance Index: accountability.~~

(1) Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop an Academic Performance Index (API), consisting of specified indicators, to measure the performance of schools and pupils.

This bill would make these provisions inoperative on July 1, 2013, and repeal them as of January 1, 2014. The bill would require the Superintendent, in consultation with a specified advisory committee, to develop an Education Quality Index (EQI), which would replace the API and consist of a State Assessment Index, a Graduation Rate Index, a College Preparedness Index, and a Career Readiness Index. The bill would require that these indices consist of specified criteria. The bill would require the state board to provide opportunities for public input, make changes as necessary, and adopt the EQI no later than August 1,

2013. Commencing with the 2013–14 school year, the bill would require that all schools and school districts be evaluated using an EQI value. The bill would require the Superintendent to report to the Governor and the Legislature by July 1, 2014, and annually thereafter, specified information relating to the creation of additional indices. The bill also would require the Superintendent, in consultation with a specified advisory committee, to report to the Governor and the Legislature, by July 1, 2018, on the effectiveness and reliability of the EQI and any statutory changes needed for improvement. To the extent that this bill would impose new duties on school districts in connection with the establishment of the EQI, including, but not limited to, new reporting duties, it would impose a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

~~(1) Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop an Academic Performance Index (API) to measure the performance of schools and pupils. Existing law requires that the API consist of a variety of indicators, and that the results of specified academic tests comprise at least 60% of the value of the API.~~

~~This bill would instead require that for schools serving pupils in kindergarten and any of grades 1 to 8, inclusive, results of these tests comprise a minimum of 40% of the value of the API, and for schools serving pupils in any of grades 9 to 12, inclusive, the results of the tests comprise a maximum of 40% of the value of the API. The bill would require that in addition to the indicators that are currently included in the API, that college and career preparedness be included as an indicator.~~

~~(2) Existing law requires the Superintendent to establish an advisory committee to advise on all appropriate matters relative to the creation of the API and the implementation of the Immediate Intervention/Underperforming Schools Program and the High Achieving/Improving Schools Program.~~

~~This bill, by January 1, 2014, would require the state board, in consultation with the Superintendent and the advisory committee, to~~

incorporate into the API a measure or measures of the degree to which pupils graduate from high school with the skills and knowledge necessary to succeed in college and career. The bill, by March 15, 2012, would require the Superintendent and the state board, in consultation with specified entities, to report to the Governor and the Legislature information relating to the collection and evaluation of this data.

(3) To the extent that school districts would be required to formulate and report additional data for purposes of inclusion in the API, the bill would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: yes.

The people of the State of California do enact as follows:

- 1 SECTION 1. (a) The Legislature finds and declares all of the
- 2 following:
- 3 (1) Too many pupils in California face educational challenges
- 4 that could impede their ability to be productive participants in the
- 5 state and national economies.
- 6 (2) Nearly 100,000 California pupils are dropping out of middle
- 7 and high school annually, a number equivalent in size to the
- 8 population of the City of San Mateo or the City of Compton.
- 9 Gainful employment prospects for dropouts are shrinking given
- 10 the changing nature of the California economy.
- 11 (3) Many of those who do graduate from high school find
- 12 themselves underprepared for the demands of college and the
- 13 workplace. Nearly half of all freshmen in the California Community
- 14 Colleges and the California State University system require
- 15 remediation in either reading or mathematics.
- 16 (4) A stronger and more integrated approach to learning that
- 17 combines rigorous academics with career education can engage
- 18 and motivate pupils who are at risk of dropping out and can create
- 19 more options for them after high school, whether they choose

1 postsecondary education or a career. Such an approach can better
2 prepare pupils for entry directly into the workforce after high
3 school, without compromising academic goals and preparation
4 for postsecondary education.

5 (5) A large majority of California high school pupils surveyed
6 say they would be more motivated to work hard and do well if they
7 attended schools where they could take courses needed for college
8 and at the same time have the chance to acquire skills and
9 knowledge relevant to future careers.

10 (6) The Public Policy Institute of California projects that by
11 2025, two of every five jobs (41 percent) will require a college
12 degree. Without an increased commitment to college readiness
13 and access, Californians with college degrees will amount to just
14 35 percent of the 2025 workforce, well short of the need. Absent
15 improvements to college and career pathways for pupils, the
16 growth of our emerging economy will be hindered by a lack of
17 highly educated and skilled workers.

18 (b) The Legislature further finds and declares all of the
19 following:

20 (1) The state's primary accountability measure for public
21 schools, the Academic Performance Index, has performed an
22 important function and has served as a compass by which schools
23 have directed their school improvement efforts.

24 (2) The Academic Performance Index has been limited, however,
25 by an overreliance on the Standardized Testing and Reporting
26 Program as the chief indicator of school performance. Statute
27 requires dropout and graduation rates to be included, but those
28 rates are not yet incorporated.

29 (3) California's ongoing transition to new common core
30 academic content standards presents an opportunity for the state
31 to reexamine its system of public school accountability, the goals
32 the state sets for its public schools, and the most appropriate
33 methods for measuring progress toward those goals. The new
34 generation of pupil assessments that will accompany the common
35 core academic content standards may provide better information
36 about pupils' ability to analyze and solve complex problems,
37 communicate clearly, synthesize information, and apply knowledge.
38 These skills and capacities are vital to their success in the global
39 economy of the 21st century.

(c) It is the intent of the Legislature that the Academic Performance Index evolve to encompass other valuable metrics in addition to pupil test scores, graduation rates, and dropout rates. It is further the intent of the Legislature that a more comprehensive set of expectations and aspirations for California's public schools be reflected in the state's school accountability system, including measures of pupil preparedness for college and career, and pupil engagement in school.

SEC. 2. Section 52052 of the Education Code is amended to read:

52052. (a) (1) The Superintendent, with approval of the state board, shall develop an Academic Performance Index (API), to measure the performance of schools, especially the academic performance of pupils.

(2) A school shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school, including:

(A) Ethnic subgroups.

(B) Socioeconomically disadvantaged pupils.

(C) English-language learners.

(D) Pupils with disabilities.

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that meets both of the following criteria:

(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.

(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

(B) If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

(C) For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant subgroups shall be defined by the Superintendent, with approval by the state board.

(4) The API shall consist of a variety of indicators currently reported to the department, including, but not limited to, the results of the achievement test administered pursuant to Section 60640, attendance rates for pupils in elementary schools, middle schools,

1 and secondary schools, and the graduation rates for pupils in
2 secondary schools.

3 (A) Graduation rates for pupils in secondary schools shall be
4 calculated for the API as follows:

5 (i) Four-year graduation rates shall be calculated by taking the
6 number of pupils who graduated on time for the current school
7 year, which is considered to be three school years after the pupils
8 entered grade 9 for the first time, and dividing that number by the
9 total calculated in clause (ii).

10 (ii) The number of pupils entering grade 9 for the first time in
11 the school year three school years prior to the current school year,
12 plus the number of pupils who transferred into the class graduating
13 at the end of the current school year between the school year that
14 was three school years prior to the current school year and the date
15 of graduation, less the number of pupils who transferred out of the
16 school between the school year that was three school years prior
17 to the current school year and the date of graduation who were
18 members of the class that is graduating at the end of the current
19 school year.

20 (iii) Five-year graduation rates shall be calculated by taking the
21 number of pupils who graduated on time for the current school
22 year, which is considered to be four school years after the pupils
23 entered grade 9 for the first time, and dividing that number by the
24 total calculated in clause (iv).

25 (iv) The number of pupils entering grade 9 for the first time in
26 the school year four years prior to the current school year, plus the
27 number of pupils who transferred into the class graduating at the
28 end of the current school year between the school year that was
29 four school years prior to the current school year and the date of
30 graduation, less the number of pupils who transferred out of the
31 school between the school year that was four years prior to the
32 current school year and the date of graduation who were members
33 of the class that is graduating at the end of the current school year.

34 (v) Six-year graduation rates shall be calculated by taking the
35 number of pupils who graduated on time for the current school
36 year, which is considered to be five school years after the pupils
37 entered grade 9 for the first time, and dividing that number by the
38 total calculated in clause (vi).

39 (vi) The number of pupils entering grade 9 for the first time in
40 the school year five years prior to the current school year, plus the

number of pupils who transferred into the class graduating at the end of the current school year between the school year that was five school years prior to the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was five years prior to the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.

(B) The inclusion of five- and six-year graduation rates for pupils in secondary schools shall meet the following requirements:

(i) Schools shall be granted one-half the credit in their API scores for graduating pupils in five years that they are granted for graduating pupils in four years.

(ii) Schools shall be granted one-quarter the credit in their API scores for graduating pupils in six years that they are granted for graduating pupils in four years.

(iii) Notwithstanding clauses (i) and (ii), schools shall be granted full credit in their API scores for graduating in five or six years a pupil with disabilities who graduates in accordance with his or her individualized education program (IEP).

(C) The pupil data collected for the API that comes from the achievement test administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, when fully implemented, shall be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group. Only the test scores of pupils who were counted as part of the enrollment in the annual data collection of the California Basic Educational Data System for the current fiscal year and who were continuously enrolled during that year may be included in the test result reports in the API score of the school. Results of the achievement test and other tests specified in subdivision (b) shall constitute at least 60 percent of the value of the index.

(D) Before including high school graduation rates and attendance rates in the API, the Superintendent shall determine the extent to which the data currently are reported to the state and the accuracy of the data. Notwithstanding any other provision of law, graduation rates for pupils in dropout recovery high schools shall not be included in the API. For purposes of this subparagraph, “dropout recovery high school” means a high school in which 50 percent

1 or more of its pupils have been designated as dropouts pursuant
2 to the exit/withdrawal codes developed by the department.

3 (E) The Superintendent shall provide an annual report to the
4 Legislature on the graduation and dropout rates in California and
5 shall make the same report available to the public. The report shall
6 be accompanied by the release of publicly accessible data for each
7 school district and school in a manner that provides for
8 disaggregation based upon socioeconomically disadvantaged pupils
9 and numerically significant subgroups scoring below average on
10 statewide standards-aligned assessments. In addition, the data shall
11 be made available in a manner that provides for comparisons of a
12 minimum of three years of data.

13 (b) Pupil scores from the following tests, when available and
14 when found to be valid and reliable for this purpose, shall be
15 incorporated into the API:

16 (1) The standards-based achievement tests provided for in
17 Section 60642.5.

18 (2) The high school exit examination.

19 (c) Based on the API, the Superintendent shall develop, and the
20 state board shall adopt, expected annual percentage growth targets
21 for all schools based on their API baseline score from the previous
22 year. Schools are expected to meet these growth targets through
23 effective allocation of available resources. For schools below the
24 statewide API performance target adopted by the state board
25 pursuant to subdivision (d), the minimum annual percentage growth
26 target shall be 5 percent of the difference between the actual API
27 score of a school and the statewide API performance target, or one
28 API point, whichever is greater. Schools at or above the statewide
29 API performance target shall have, as their growth target,
30 maintenance of their API score above the statewide API
31 performance target. However, the state board may set differential
32 growth targets based on grade level of instruction and may set
33 higher growth targets for the lowest performing schools because
34 they have the greatest room for improvement. To meet its growth
35 target, a school shall demonstrate that the annual growth in its API
36 is equal to or more than its schoolwide annual percentage growth
37 target and that all numerically significant pupil subgroups, as
38 defined in subdivision (a), are making comparable improvement.

39 (d) Upon adoption of state performance standards by the state
40 board, the Superintendent shall recommend, and the state board

shall adopt, a statewide API performance target that includes consideration of performance standards and represents the proficiency level required to meet the state performance target. When the API is fully developed, schools, at a minimum, shall meet their annual API growth targets to be eligible for the Governor's Performance Award Program as set forth in Section 52057. The state board may establish additional criteria that schools must meet to be eligible for the Governor's Performance Award Program.

(e) The API shall be used for both of the following:

(1) Measuring the progress of schools selected for participation in the Immediate Intervention/Underperforming Schools Program pursuant to Section 52053.

(2) Ranking all public schools in the state for the purpose of the High Achieving/Improving Schools Program pursuant to Section 52056.

(f) (1) A school with 11 to 99 pupils with valid test scores shall receive an API score with an asterisk that indicates less statistical certainty than API scores based on 100 or more test scores.

(2) A school annually shall receive an API score, unless the Superintendent determines that an API score would be an invalid measure of the performance of the school for one or more of the following reasons:

(A) Irregularities in testing procedures occurred.

(B) The data used to calculate the API score of the school are not representative of the pupil population at the school.

(C) Significant demographic changes in the pupil population render year-to-year comparisons of pupil performance invalid.

(D) The department discovers or receives information indicating that the integrity of the API score has been compromised.

(E) Insufficient pupil participation in the assessments included in the API.

(3) If a school has fewer than 100 pupils with valid test scores, the calculation of the API or adequate yearly progress pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and federal regulations may be calculated over more than one annual administration of the tests administered pursuant to Section 60640 and the high school exit examination administered pursuant to Section 60851, consistent with regulations adopted by the state board.

1 (g) Only schools with 100 or more test scores contributing to
2 the API may be included in the API rankings.

3 (h) The Superintendent, with the approval of the state board,
4 shall develop an alternative accountability system for schools under
5 the jurisdiction of a county board of education or a county
6 superintendent of schools, community day schools, nonpublic,
7 nonsectarian schools pursuant to Section 56366, and alternative
8 schools serving high-risk pupils, including continuation high
9 schools and opportunity schools. Schools in the alternative
10 accountability system may receive an API score, but shall not be
11 included in the API rankings.

12 (i) *This section shall become inoperative on July 1, 2013, and,*
13 *as of January 1, 2014, is repealed, unless a later enacted statute,*
14 *that becomes operative on or before January 1, 2014, deletes or*
15 *extends the dates on which it becomes inoperative and is repealed.*

16 SEC. 3. Section 52052.1 of the Education Code is amended to
17 read:

18 52052.1. (a) Beginning July 1, 2011, in addition to the test
19 scores specified in subparagraph (B) of paragraph (4) of subdivision
20 (a) of Section 52052, the Academic Performance Index (API) for
21 a school or school district shall do all of the following:

22 (1) Include the test scores and other accountability data of
23 enrolled pupils who were referred by the school or school district
24 of residence to an alternative education program, including
25 community, community day, and continuation high schools and
26 independent study, and be calculated by assigning all accountability
27 data on pupils in alternative education programs, including
28 community, community day, and continuation high schools and
29 independent study, to the school and school district of residence
30 to ensure that placement decisions are in the best interests of
31 affected pupils. If a pupil is referred to an alternative education
32 program by a juvenile court judge or other correctional or judicial
33 official, or if the pupil is expelled pursuant to subdivision (a), (b),
34 or (c) of Section 48915, the test scores of that pupil shall remain
35 with the alternative education program and with the school district
36 or county office of education serving that pupil. This section does
37 not prohibit the alternative education program from counting the
38 test scores of those pupils served in their alternative education
39 program. It is the intent of the Legislature that these alternative
40 education programs remain accountable to the pupils they serve.

1 (2) Exclude the test scores or other data of those pupils exempt
2 pursuant to federal statute or federal regulation.

3 (3) Include school and school district dropout rates for pupils
4 who drop out of school while enrolled in grade 8 or 9. If reliable
5 data is not available by July 1, 2011, the Superintendent, on or
6 before that date, shall report to the Legislature the reasons for the
7 delay and date he or she anticipates the specified dropout rates
8 will be included in the API.

9 (b) The advisory committee established pursuant to Section
10 52052.5 shall recommend to the Superintendent and the state board
11 all of the following:

12 (1) The length of time for which the accountability data on
13 pupils in alternative education programs shall be assigned to the
14 school and school district of residence pursuant to paragraph (1)
15 of subdivision (a).

16 (2) Whether it is appropriate to assign accountability data to the
17 school or the school district, pursuant to paragraph (1) of
18 subdivision (a), if the pupil never attended the school of residence
19 or has been absent for more than one year from the school district
20 of residence due to placement in another school or school district
21 or out of state.

22 (c) *This section shall become inoperative on July 1, 2013, and,*
23 *as of January 1, 2014, is repealed, unless a later enacted statute,*
24 *that becomes operative on or before January 1, 2014, deletes or*
25 *extends the dates on which it becomes inoperative and is repealed.*

26 SEC. 4. Section 52052.8 is added to the Education Code, to
27 read:

28 52052.8. (a) (1) *The Superintendent, in consultation with the*
29 *advisory committee established pursuant to Section 52052.5, shall*
30 *develop an Education Quality Index (EQI) for schools and school*
31 *districts, to be comprised of multiple valid and reliable indicators,*
32 *to reflect the overall performance of California's public school*
33 *pupils, for adoption by the state board. The state board shall adopt*
34 *the EQI no later than August 1, 2013. Before adopting the EQI,*
35 *the state board shall provide opportunities for public input and*
36 *make changes as necessary.*

37 (2) *Commencing with the 2013–14 school year and each school*
38 *year thereafter, all schools and school districts shall be evaluated*
39 *using an EQI value.*

1 (b) It is the intent of the Legislature that the EQI provide a
2 comprehensive and transparent measurement of pupil performance
3 and school quality to better inform parents, pupils, teachers, school
4 administrators, policymakers, and the public about public school
5 performance using multiple indicators of pupil, school, and school
6 district quality and performance.

7 (c) An EQI shall be developed for each school type and school
8 district as follows:

9 (1) For schools and school districts maintaining any of grades
10 9 to 12, inclusive, the EQI shall include, but not necessarily be
11 limited to, the following component indices:

12 (A) The State Assessment Index (SAI), as described in Section
13 52052.81.

14 (B) The Graduation Rate Index (GRI), as described in Section
15 52052.82.

16 (C) The College Preparedness Index (CPI), as described in
17 Section 52052.83.

18 (D) The Career Readiness Index (CRI), as described in Section
19 52052.84.

20 (2) (A) For schools and school districts maintaining grade 8,
21 the EQI shall include, but shall not necessarily be limited to, the
22 SAI, as described in Section 52052.81, and the GRI, as described
23 in Section 52052.82.

24 (B) The Superintendent, in consultation with the advisory
25 committee established pursuant to Section 52052.5, shall consider
26 for inclusion in the EQI for schools and school districts
27 maintaining grade 8 a valid and reliable measure or measures of
28 pupil access to and performance in college and career preparatory
29 and exploratory experiences.

30 (3) (A) For schools and school districts maintaining
31 kindergarten or any of grades 1 to 7, inclusive, the EQI shall
32 include, but shall not necessarily be limited to, the SAI, as
33 described in Section 52052.81.

34 (B) It is the intent of the Legislature that the EQI for schools
35 and school districts maintaining kindergarten or any of grades 1
36 to 7, inclusive, not be limited to the SAI, as described in Section
37 52052.81.

38 (d) The Superintendent, in consultation with the advisory
39 committee established pursuant to Section 52052.5, shall develop
40 and recommend to the state board for adoption all of the following:

(1) The relevant indices necessary for the establishment of an EQI for school districts and for each school type, including schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools operating pursuant to Section 56366, and alternative schools serving high-risk pupils, including continuation high schools, opportunity schools, and dropout recovery high schools. For purposes of this paragraph, a “dropout recovery high school” means a high school in which 50 percent or more of its pupils are designated as dropouts pursuant to the exit/withdrawal codes developed by the department.

(2) The relative weights of the component indices that comprise a school and school district EQI and a total value for a school and school district EQI.

(i) For schools and school districts maintaining kindergarten and any of grades 1 to 8, inclusive, the SAI shall comprise no less than 40 percent of the value of the EQI.

(ii) For schools and school districts maintaining any of grades 9 to 12, inclusive, the SAI shall comprise no more than 40 percent of the value of the EQI.

(iii) Within the EQI, the weights assigned to the CPI and CRI shall be equal.

(3) No less than one additional component index for schools maintaining kindergarten or any of grades 1 to 7, inclusive.

(4) An annual ranking or evaluation system for the EQI.

(5) An annual improvement or growth target for the SAI as described in Section 52052.81 and the GRI as described in Section 52052.82, including targets for numerically significant pupil subgroups, as defined in subdivision (k).

(6) Whether an improvement or growth target should be established for each additional component index, including targets for numerically significant pupil subgroups, as defined in subdivision (k).

(7) Whether an annual measurement of the narrowing of the achievement gap should be included for each component index, including measurements for numerically significant pupil subgroups, as defined in subdivision (k).

(8) The relevant indices and indicators necessary to meet and comply with federal law, including, but not limited to, the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(9) Any additional data elements, and connections between existing data systems, that are needed to develop the indices described in subdivision (c). For purposes of this paragraph, the Superintendent and the advisory committee established pursuant to Section 52052.5 shall consult with the University of California, the California State University, the California Community Colleges, the Employment Development Department, and other appropriate entities.

(e) The Superintendent annually shall release the indices described in this section, including all of the following:

(1) A composite EQI score, made up of any required component indices.

(2) A transparent and understandable explanation of the score and relative weights for each individual index.

(3) The relative weights of each individual indicator included in each index.

(f) (1) When additional valid and reliable pupil outcome data become available, the Superintendent, in consultation with the advisory committee established pursuant to Section 52052.5, shall develop and recommend to the state board for adoption additional indices to reflect other important elements of school quality, including, but not limited to the following:

(A) Creativity and innovation.

(B) Pupil engagement in school.

(2) In the development of any additional indices, the Superintendent shall take into account the appropriateness of particular indices and indicators to grade spans and school types, to ensure that the EQI and all component indices and indicators accurately reflect the state performance expectations under which the school or school district operate.

(3) Any additional component index of the EQI adopted by the state board for inclusion in the EQI shall not be incorporated into the EQI until one full school year after adoption.

(g) (1) No later than July 1, 2014, and annually thereafter, the Superintendent shall report to the Governor and the Legislature on all of the following:

(A) The status of valid and reliable data to develop additional indices as required by subdivision (f).

(B) The data elements planned for inclusion in additional indices.

1 (C) The timeline for the development and implementation of
2 additional indices.

3 (D) Potential impacts of each additional index on the EQI and
4 on schools and school districts.

5 (2) A report to be submitted pursuant to paragraph (1) shall be
6 submitted in compliance with Section 9795 of the Government
7 Code.

8 (h) The Superintendent shall not be limited in the development
9 of the EQI by the scope, at the time of enactment of this section,
10 of the California Longitudinal Pupil Achievement Data System,
11 or any other relevant data system.

12 (i) (1) The Superintendent, in consultation with the advisory
13 committee established pursuant to Section 52052.5, shall report
14 to the Governor and the Legislature no later than July 1, 2018, on
15 the effectiveness and reliability of the EQI and any statutory
16 changes needed for improvement.

17 (2) The requirement for submitting a report imposed under
18 paragraph (1) is inoperative on July 1, 2022, pursuant to Section
19 10231.5 of the Government Code.

20 (3) A report to be submitted pursuant to paragraph (1) shall be
21 submitted in compliance with Section 9795 of the Government
22 Code.

23 (j) The Superintendent may develop and recommend to the state
24 board for adoption any regulations necessary to implement this
25 section.

26 (k) For purposes of this chapter, a numerically significant pupil
27 subgroup is one that consists of at least 50 pupils, each of whom
28 has a valid test score. Numerically significant pupil subgroups
29 shall include, but not be limited to, ethnic subgroups,
30 socioeconomically disadvantaged pupils, English learners, and
31 pupils with disabilities.

32 SEC. 5. Section 52052.81 is added to the Education Code, to
33 read:

34 52052.81. (a) The State Assessment Index (SAI) shall be
35 comprised of pupil scores from the standards-based achievement
36 tests provided for in Section 60642.5, or any valid and reliable
37 successor assessments adopted by the state board, and the high
38 school exit examination. The pupil data collected for the SAI that
39 comes from the achievement test administered pursuant to Section
40 60640 and the high school exit examination administered pursuant

1 to Section 60851, when fully implemented, shall be disaggregated
2 by special education status, English learners, socioeconomic status,
3 gender, and ethnic group. The SAI for a school or school district
4 also shall do all of the following:

5 (1) Include the test scores of enrolled pupils who were referred
6 by the school or school district of residence to an alternative
7 education program, including community, community day, and
8 continuation high schools and independent study, and be calculated
9 by assigning all data collected for purposes of the SAI on pupils
10 in alternative education programs, including community,
11 community day, and continuation high schools and independent
12 study, to the school and school district of residence to ensure that
13 placement decisions are in the best interests of affected pupils. If
14 a pupil is referred to an alternative education program by a
15 juvenile court judge or other correctional or judicial official, or
16 if the pupil is expelled pursuant to subdivision (a), (b), or (c) of
17 Section 48915, the test scores of that pupil shall remain with the
18 alternative education program and with the school district or
19 county office of education serving that pupil. This section does not
20 prohibit the alternative education program from counting the test
21 scores of those pupils served in their alternative education
22 program. It is the intent of the Legislature that these alternative
23 education programs remain accountable to the pupils they serve.

24 (2) Exclude the test scores or other data of those pupils exempt
25 pursuant to federal statute or federal regulation.

26 (b) The advisory committee established pursuant to Section
27 52052.5 shall recommend to the Superintendent and the state board
28 all of the following:

29 (1) The length of time for which the data collected for purposes
30 of the SAI on pupils in alternative education programs shall be
31 assigned to the school and school district of residence pursuant
32 to paragraph (1) of subdivision (a).

33 (2) Whether it is appropriate to assign data collected for
34 purposes of the SAI to the school or the school district, pursuant
35 to paragraph (1) of subdivision (a), if the pupil never attended the
36 school of residence or is absent for more than one year from the
37 school district of residence due to placement in another school or
38 school district or out of state.

39 (c) All schools or school districts with at least 11 pupils with
40 valid test scores shall receive an annual SAI score, unless the

1 Superintendent determines that an SAI score would be an invalid
2 measure of the performance of a school or school district for one
3 or more of the following reasons:

4 (1) Irregularities in testing procedures occurred.

5 (2) The data used to calculate the SAI score of the school or
6 school district are not representative of the pupil population at
7 the school or school district.

8 (3) Significant demographic changes in the pupil population
9 render year-to-year comparisons of pupil performance invalid.

10 (4) The department discovers or receives information indicating
11 that the integrity of the SAI score has been compromised.

12 (5) Insufficient pupil participation in the assessments included
13 in the SAI.

14 (d) The SAI for a school district shall not include test scores
15 from any school within that school district that had its SAI
16 invalidated for any of the reasons specified in paragraph (1) to
17 (5), inclusive, of subdivision (c).

18 (e) A school or school district with 10 or fewer pupils shall not
19 receive an SAI score.

20 (f) If a school has fewer than 100 pupils with valid test scores,
21 the calculation of the SAI or adequate yearly progress pursuant
22 to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec.
23 6301 et seq.) and federal regulations may be calculated over more
24 than one annual administration of the tests administered pursuant
25 to Section 60640 and the high school exit examination administered
26 pursuant to Section 60851, consistent with regulations adopted
27 by the state board.

28 SEC. 6. Section 52052.82 is added to the Education Code, to
29 read:

30 52052.82. (a) The Graduation Rate Index (GRI) shall include
31 one or both of the following, as appropriate to the grade
32 configuration of the school or school district:

33 (1) Four-year, five-year, and six-year graduation rates as
34 defined in Section 200.19(b) of Title 34 of the Code of Federal
35 Regulations.

36 (2) Rates at which pupils successfully promote from one grade
37 to the next in middle school and high school and successfully
38 matriculate from middle school to high school.

39 (b) All schools and school districts shall be granted full value
40 in their GRI for graduating in five or more years a pupil with

1 disabilities who graduates in accordance with his or her
2 individualized education program (IEP).

3 (c) The Superintendent, in consultation with the advisory
4 committee established pursuant to Section 52052.5, shall develop
5 and recommend to the state board for adoption all of the following:

6 (1) The length of time for which the following shall be assigned
7 to the school and school district of residence, pursuant to
8 subdivision (a):

9 (A) The rates at which pupils successfully promote from one
10 grade to the next in middle school and high school.

11 (B) The rates at which pupils successfully matriculate from
12 middle to high school.

13 (C) Graduation rates of pupils in alternative education
14 programs.

15 (2) Whether it is appropriate to assign the rates at which pupils
16 successfully promote from one grade to the next in middle school
17 and high school, successfully matriculate from middle to high
18 school, and graduation rates, to the school or the school district,
19 pursuant to subdivision (a), if the pupil never attended the school
20 of residence or is absent for more than one year from the school
21 district of residence due to placement in another school or school
22 district or out of state.

23 (3) The value graduation rates will have in the GRI for pupils
24 who graduate in four, five, or six years. The recommendation may
25 place less value on five- and six-year graduation rates than on
26 four-year graduation rates.

27 (4) Whether a California public high school that initially enrolls
28 a pupil who is at risk of not graduating on time may be granted
29 full value in their GRI for graduating that pupil in five or six years.

30 (d) The GRI for a school or school district also shall do all of
31 the following:

32 (1) Include the rates at which pupils successfully promote from
33 one grade to the next in middle school and high school, successfully
34 matriculate from middle school to high school, and graduation
35 rates, pursuant to subdivision (a), for enrolled pupils who were
36 referred by the school or school district of residence to an
37 alternative education program, including community, community
38 day, and continuation high schools and independent study, and be
39 calculated by assigning all data collected for purposes of the GRI
40 on pupils in alternative education programs, including community,

1 community day, and continuation high schools and independent
2 study, to the school and school district of residence to ensure that
3 placement decisions are in the best interests of affected pupils. If
4 a pupil is referred to an alternative education program by a
5 juvenile court judge or other correctional or judicial official, or
6 if the pupil is expelled pursuant to subdivision (a), (b), or (c) of
7 Section 48915, the test scores of that pupil shall remain with the
8 alternative education program and with the school district or
9 county office of education serving that pupil. This section does not
10 prohibit the alternative education program from counting the
11 dropout and graduation rates of those pupils served in their
12 alternative education program. It is the intent of the Legislature
13 that these alternative education programs remain accountable to
14 the pupils they serve.

15 (2) Exclude the rates at which pupils successfully promote from
16 one grade to the next in middle school and high school, successfully
17 matriculate from middle school to high school, and graduation
18 rates of those pupils exempt pursuant to federal statute or federal
19 regulation.

20 (e) Growth targets and a statewide performance target
21 established for the GRI shall be consistent with those established
22 pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C.
23 Sec. 6301 et seq.) or any successor measure adopted pursuant to
24 the federal Elementary and Secondary Education Act.

25 SEC. 7. Section 52052.83 is added to the Education Code, to
26 read:

27 52052.83. (a) The College Preparedness Index (CPI) shall
28 consist of multiple valid, reliable, and stable measures of pupil
29 preparedness for postsecondary education. In developing the CPI,
30 the Superintendent, in consultation with the advisory committee
31 established pursuant to Section 52052.5, may consider, but is not
32 necessarily limited to, the following indicators for inclusion in the
33 CPI, or for inclusion in informational reports to educators,
34 policymakers, and the public, as appropriate:

35 (1) Rates at which pupils complete a course of study at an
36 achievement level that fulfills the requirements and prerequisites
37 for eligibility of admission to a California four-year public
38 institution of postsecondary education, pursuant to subdivision
39 (a) of Section 51228.

(2) Rates at which college preparedness assessments, such as the Early Assessment Program established pursuant to Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT), and the ACT are administered to high school pupils, and rates at which pupils who complete these assessments can demonstrate they do not need remedial coursework in order to perform college-level work.

(3) Rates at which high school pupils are enrolled in and perform satisfactorily in college preparatory and accelerated learning opportunities, including advanced placement courses and tests, the International Baccalaureate program, postsecondary concurrent enrollment programs, Advancement Via Individual Determination (AVID), Mathematics Engineering Science Achievement (MESA), Early Academic Outreach Program (EAOP), and the Puente Project.

(b) In developing the CPI, the Superintendent, in consultation with the advisory committee established pursuant to Section 52052.5, shall recommend to the state board for adoption a method for providing additional weight in the index for schools and school districts that demonstrate that pupil subgroups, including economically disadvantaged pupils, are proportionately represented among pupils who are prepared and eligible for enrollment in four-year colleges and universities.

SEC. 8. Section 52052.84 is added to the Education Code, to read:

52052.84. (a) The Career Readiness Index (CRI) shall consist of multiple valid, reliable, and stable measures of pupil readiness for career. In the development of the CRI, the Superintendent, in consultation with the advisory committee established pursuant to Section 52052.5, may consider, but is not necessarily limited to, the following indicators for inclusion in the CRI, or for inclusion in informational reports to educators, policymakers, and the public, as appropriate:

(1) Rates at which pupils satisfactorily complete a designated career pathway, a series of courses that meets the career technical education content standards adopted by the state board, courses that integrate academic content standards and career technical education, or courses meeting United States Department of Labor

1 *Job Corps industry group standards offered in partnership with*
2 *a high school identified in subdivision (g) of Section 47605.1.*

3 *(2) Rates at which pupils earn an industry validated certificate,*
4 *license, or the equivalent in the designated occupation for which*
5 *it is issued, while enrolled in high school, or rates at which pupils*
6 *are on track to earn such a certificate, license, or equivalent*
7 *through a high school level program that is articulated with a*
8 *program at a postsecondary institution.*

9 *(3) The performance of pupils on valid and reliable assessments,*
10 *including portfolio assessments, that are designed to assess the*
11 *degree to which pupils have acquired the skills and knowledge*
12 *necessary to be successful in a specified occupation or in the*
13 *general workforce.*

14 *(b) The Superintendent, in consultation with the advisory*
15 *committee established pursuant to Section 52052.5, may consider,*
16 *but is not necessarily limited to, the following indicators for*
17 *inclusion in informational reports to educators, policymakers, and*
18 *the public on the CRI, as appropriate:*

19 *(1) Rates at which graduates enroll in a community college*
20 *course of technical study leading to a professional certificate.*

21 *(2) Rates at which graduates enroll in a community college and*
22 *pursue an associates degree in a professional technical field or*
23 *major.*

24 *(3) Rates at which graduates are employed in an occupation*
25 *with a career ladder. For purposes of this paragraph, “career*
26 *ladder” means an opportunity for an entry level employee to attain*
27 *higher levels of pay, skill, and responsibility.*

28 *(4) Rates at which graduates enroll in a four-year college and*
29 *pursue majors in professional fields.*

30 *(5) Rates at which graduates are enrolled in an apprenticeship*
31 *program leading to full-time employment.*

32 *(6) Earnings of graduates.*

33 *(7) Other measures of postsecondary accomplishment, such as*
34 *enlistment in the Armed Forces, California Conservation Corps,*
35 *or other volunteer service organizations.*

36 *SEC. 9. If the Commission on State Mandates determines that*
37 *this act contains costs mandated by the state, reimbursement to*
38 *local agencies and school districts for those costs shall be made*
39 *pursuant to Part 7 (commencing with Section 17500) of Division*
40 *4 of Title 2 of the Government Code.*

1 ~~SECTION 1. (a) The Legislature finds and declares all of the~~
2 ~~following:~~

3 ~~(1) Too many pupils in California face educational challenges~~
4 ~~that could impede their ability to be productive participants in the~~
5 ~~state and national economies.~~

6 ~~(2) Nearly 100,000 California pupils are dropping out of middle~~
7 ~~and high school annually, a number equivalent in size to the~~
8 ~~population of the City of San Mateo or the City of Compton.~~
9 ~~Gainful employment prospects for dropouts are shrinking given~~
10 ~~the changing nature of the California economy.~~

11 ~~(3) Many of those who do graduate from high school find~~
12 ~~themselves underprepared for the demands of college and the~~
13 ~~workplace. Nearly half of all freshmen in the California~~
14 ~~Community Colleges and the California State University system~~
15 ~~require remediation in either reading or mathematics.~~

16 ~~(4) A stronger and more integrated approach to learning that~~
17 ~~combines rigorous academics with career education can engage~~
18 ~~and motivate pupils who are at risk of dropping out and can create~~
19 ~~more options for them after high school, whether they choose~~
20 ~~postsecondary education or a career. Such an approach can better~~
21 ~~prepare pupils for entry directly into the workforce after high~~
22 ~~school, without compromising academic goals and preparation for~~
23 ~~postsecondary education.~~

24 ~~(5) A large majority of California high school pupils surveyed~~
25 ~~say they would be more motivated to work hard and do well if~~
26 ~~they attended schools where they could take courses needed for~~
27 ~~college and at the same time have the chance to acquire skills and~~
28 ~~knowledge relevant to future careers.~~

29 ~~(6) The Public Policy Institute of California projects that by~~
30 ~~2025, two of every five jobs (41 percent) will require a college~~
31 ~~degree. Without an increased commitment to college readiness~~
32 ~~and access, Californians with college degrees will amount to just~~
33 ~~35 percent of the 2025 workforce, well short of the need. Absent~~
34 ~~improvements to college and career pathways for pupils, the growth~~
35 ~~of our emerging economy will be hindered by a lack of highly~~
36 ~~educated and skilled workers.~~

37 ~~(b) The Legislature further finds and declares all of the~~
38 ~~following:~~

39 ~~(1) The state's primary accountability measure for public~~
40 ~~schools, the Academic Performance Index, has performed an~~

1 important function and has served as a compass by which schools
2 have directed their school improvement efforts.

3 ~~(2) The Academic Performance Index has been limited, however,~~
4 ~~by an overreliance on the Standardized Testing and Reporting~~
5 ~~Program as the chief indicator of school performance. Statute~~
6 ~~requires dropout and graduation rates to be included, but those~~
7 ~~rates are not yet incorporated.~~

8 ~~(3) California's ongoing transition to new common core~~
9 ~~academic content standards presents an opportunity for the state~~
10 ~~to reexamine its system of public school accountability, the goals~~
11 ~~the state sets for its public schools, and the most appropriate~~
12 ~~methods for measuring progress toward those goals. The new~~
13 ~~generation of pupil assessments that will accompany the common~~
14 ~~core academic content standards may provide better information~~
15 ~~about pupils' ability to analyze and solve complex problems,~~
16 ~~communicate clearly, synthesize information, and apply~~
17 ~~knowledge. These skills and capacities are vital to their success~~
18 ~~in the global economy of the 21st century.~~

19 ~~(c) It is the intent of the Legislature that the Academic~~
20 ~~Performance Index evolve to encompass other valuable metrics in~~
21 ~~addition to pupil test scores, graduation rates, and dropout rates.~~
22 ~~It is further the intent of the Legislature that a more comprehensive~~
23 ~~set of expectations and aspirations for California's public schools~~
24 ~~be reflected in the state's school accountability system, including~~
25 ~~measures of pupil preparedness for college and career, and pupil~~
26 ~~engagement in school.~~

27 ~~SEC. 2. Section 52052 of the Education Code is amended to~~
28 ~~read:~~

29 ~~52052. (a) (1) The Superintendent, with approval of the state~~
30 ~~board, shall develop an Academic Performance Index (API), to~~
31 ~~measure the performance of schools, especially the academic~~
32 ~~performance of pupils.~~

33 ~~(2) A school shall demonstrate comparable improvement in~~
34 ~~academic achievement and the preparedness of its pupils for~~
35 ~~success in postsecondary education and career as measured by the~~
36 ~~API by all numerically significant pupil subgroups at the school,~~
37 ~~including:~~

38 ~~(A) Ethnic subgroups.~~

39 ~~(B) Socioeconomically disadvantaged pupils.~~

40 ~~(C) English language learners.~~

~~(D) Pupils with disabilities.~~

~~(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that meets both of the following criteria:~~

~~(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.~~

~~(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.~~

~~(B) If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.~~

~~(C) For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant subgroups shall be defined by the Superintendent, with approval by the state board.~~

~~(4) The API shall consist of a variety of indicators currently reported to the department, including, but not limited to, the results of the achievement test administered pursuant to Section 60640, attendance rates for pupils in elementary schools, middle schools, and secondary schools, and the graduation rates and postsecondary education and career preparedness of pupils in secondary schools.~~

~~(A) Graduation rates for pupils in secondary schools shall be calculated for the API as follows:~~

~~(i) Four-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school year, which is considered to be three school years after the pupils entered grade 9 for the first time, and dividing that number by the total calculated in clause (ii).~~

~~(ii) The number of pupils entering grade 9 for the first time in the school year three school years prior to the current school year, plus the number of pupils who transferred into the class graduating at the end of the current school year between the school year that was three school years prior to the current school year and the date of graduation, less the number of pupils who transferred out of the school between the school year that was three school years prior to the current school year and the date of graduation who were members of the class that is graduating at the end of the current school year.~~

~~(iii) Five-year graduation rates shall be calculated by taking the number of pupils who graduated on time for the current school~~

1 year, which is considered to be four school years after the pupils
2 entered grade 9 for the first time, and dividing that number by the
3 total calculated in clause (iv).

4 (iv) The number of pupils entering grade 9 for the first time in
5 the school year four years prior to the current school year, plus the
6 number of pupils who transferred into the class graduating at the
7 end of the current school year between the school year that was
8 four school years prior to the current school year and the date of
9 graduation, less the number of pupils who transferred out of the
10 school between the school year that was four years prior to the
11 current school year and the date of graduation who were members
12 of the class that is graduating at the end of the current school year.

13 (v) Six-year graduation rates shall be calculated by taking the
14 number of pupils who graduated on time for the current school
15 year, which is considered to be five school years after the pupils
16 entered grade 9 for the first time, and dividing that number by the
17 total calculated in clause (vi).

18 (vi) The number of pupils entering grade 9 for the first time in
19 the school year five years prior to the current school year, plus the
20 number of pupils who transferred into the class graduating at the
21 end of the current school year between the school year that was
22 five school years prior to the current school year and the date of
23 graduation, less the number of pupils who transferred out of the
24 school between the school year that was five years prior to the
25 current school year and the date of graduation who were members
26 of the class that is graduating at the end of the current school year.

27 (B) The inclusion of five- and six-year graduation rates for
28 pupils in secondary schools shall meet the following requirements:

29 (i) Schools shall be granted one-half the credit in their API
30 scores for graduating pupils in five years that they are granted for
31 graduating pupils in four years.

32 (ii) Schools shall be granted one-quarter the credit in their API
33 scores for graduating pupils in six years that they are granted for
34 graduating pupils in four years.

35 (iii) Notwithstanding clauses (i) and (ii), schools shall be granted
36 full credit in their API scores for graduating in five or six years a
37 pupil with disabilities who graduates in accordance with his or her
38 individualized education program (IEP).

39 (C) The pupil data collected for the API that comes from the
40 achievement test administered pursuant to Section 60640 and the

1 high school exit examination administered pursuant to Section
2 60851, when fully implemented, shall be disaggregated by special
3 education status, English language learners, socioeconomic status,
4 gender, and ethnic group. Only the test scores of pupils who were
5 counted as part of the enrollment in the annual data collection of
6 the California Basic Educational Data System for the current fiscal
7 year and who were continuously enrolled during that year may be
8 included in the test result reports in the API score of the school.
9 For schools serving pupils in kindergarten and any of grades 1 to
10 8, inclusive, results of the tests specified in subdivision (b) shall
11 constitute a minimum of 40 percent of the value of the index. For
12 schools serving pupils in any of grades 9 to 12, inclusive, results
13 of the tests specified in subdivision (b) shall constitute a maximum
14 of 40 percent of the value of the API.

15 (D) Before including high school graduation rates and attendance
16 rates in the API, the Superintendent shall determine the extent to
17 which the data currently are reported to the state and the accuracy
18 of the data. Notwithstanding any other law, graduation rates for
19 pupils in dropout recovery high schools shall not be included in
20 the API. For purposes of this subparagraph, “dropout recovery
21 high school” means a high school in which 50 percent or more of
22 its pupils have been designated as dropouts pursuant to the
23 exit/withdrawal codes developed by the department.

24 (E) The Superintendent shall provide an annual report to the
25 Legislature on the graduation and dropout rates in California and
26 shall make the same report available to the public. The report shall
27 be accompanied by the release of publicly accessible data for each
28 school district and school in a manner that provides for
29 disaggregation based upon socioeconomically disadvantaged pupils
30 and numerically significant subgroups scoring below average on
31 statewide standards-aligned assessments. In addition, the data shall
32 be made available in a manner that provides for comparisons of a
33 minimum of three years of data.

34 (b) Pupil scores from the following tests, when available and
35 when found to be valid and reliable for this purpose, shall be
36 incorporated into the API:

37 (1) The standards-based achievement tests provided for in
38 Section 60642.5.

39 (2) The high school exit examination.

~~(c) Based on the API, the Superintendent shall develop, and the state board shall adopt, expected annual percentage growth targets for all schools based on their API baseline score from the previous year. Schools are expected to meet these growth targets through effective allocation of available resources. For schools below the statewide API performance target adopted by the state board pursuant to subdivision (d), the minimum annual percentage growth target shall be 5 percent of the difference between the actual API score of a school and the statewide API performance target, or one API point, whichever is greater. Schools at or above the statewide API performance target shall have, as their growth target, maintenance of their API score above the statewide API performance target. However, the state board may set differential growth targets based on grade level of instruction and may set higher growth targets for the lowest performing schools because they have the greatest room for improvement. To meet its growth target, a school shall demonstrate that the annual growth in its API is equal to or more than its schoolwide annual percentage growth target and that all numerically significant pupil subgroups, as defined in subdivision (a), are making comparable improvement.~~

~~(d) Upon adoption of state performance standards by the state board, the Superintendent shall recommend, and the state board shall adopt, a statewide API performance target that includes consideration of performance standards and represents the proficiency level required to meet the state performance target. When the API is fully developed, schools, at a minimum, shall meet their annual API growth targets to be eligible for the Governor's Performance Award Program as set forth in Section 52057. The state board may establish additional criteria that schools must meet to be eligible for the Governor's Performance Award Program.~~

~~(e) The API shall be used for both of the following:~~

~~(1) Measuring the progress of schools selected for participation in the Immediate Intervention/Underperforming Schools Program pursuant to Section 52053.~~

~~(2) Ranking all public schools in the state for the purpose of the High Achieving/Improving Schools Program pursuant to Section 52056.~~

1 (f) (1) A school with 11 to 99 pupils with valid test scores shall
2 receive an API score with an asterisk that indicates less statistical
3 certainty than API scores based on 100 or more test scores.

4 (2) A school annually shall receive an API score, unless the
5 Superintendent determines that an API score would be an invalid
6 measure of the performance of the school for one or more of the
7 following reasons:

8 (A) Irregularities in testing procedures occurred.

9 (B) The data used to calculate the API score of the school are
10 not representative of the pupil population at the school.

11 (C) Significant demographic changes in the pupil population
12 render year-to-year comparisons of pupil performance invalid.

13 (D) The department discovers or receives information indicating
14 that the integrity of the API score has been compromised.

15 (E) Insufficient pupil participation in the assessments included
16 in the API.

17 (3) If a school has fewer than 100 pupils with valid test scores,
18 the calculation of the API or adequate yearly progress pursuant to
19 the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301
20 et seq.) and federal regulations may be calculated over more than
21 one annual administration of the tests administered pursuant to
22 Section 60640 and the high school exit examination administered
23 pursuant to Section 60851, consistent with regulations adopted by
24 the state board.

25 (g) Only schools with 100 or more test scores contributing to
26 the API may be included in the API rankings.

27 (h) The Superintendent, with the approval of the state board,
28 shall develop an alternative accountability system for schools under
29 the jurisdiction of a county board of education or a county
30 superintendent of schools, community day schools, nonpublic,
31 nonsectarian schools pursuant to Section 56366, and alternative
32 schools serving high-risk pupils, including continuation high
33 schools and opportunity schools. Schools in the alternative
34 accountability system may receive an API score, but shall not be
35 included in the API rankings.

36 SEC. 3. Section 52052.8 is added to the Education Code, to
37 read:

38 52052.8. (a) No later than January 1, 2014, the state board, in
39 consultation with the Superintendent and the advisory committee
40 established pursuant to Section 52052.5, shall incorporate into the

1 Academic Performance Index (API), and other aspects of the state's
2 accountability system, as appropriate, a measure or measures of
3 the degree to which pupils graduate from high school with the
4 skills and knowledge necessary to succeed in college and career.

5 (b) Measures considered for incorporation into the API shall be
6 valid, reliable, and stable, and may include, but are not necessarily
7 limited to, the following:

8 (1) Rates at which pupils complete a course of study at an
9 achievement level that fulfills the requirements and prerequisites
10 for admission to California four-year public institutions of
11 postsecondary education, pursuant to subdivision (a) of Section
12 51228.

13 (2) Rates at which college preparedness assessments, such as
14 the Early Assessment Program established pursuant to Chapter 6
15 (commencing with Section 99300) of Part 65 of Division 14 of
16 Title 3, are administered to high school pupils, and rates at which
17 pupils who complete such assessments can demonstrate they do
18 not need remedial coursework in order to perform college-level
19 work.

20 (3) Rates at which high school pupils are enrolled in and perform
21 satisfactorily in accelerated learning opportunities, such as
22 advanced placement, International Baccalaureate, or postsecondary
23 concurrent enrollment programs.

24 (4) Pupil grade point averages in the first year of full-time
25 postsecondary enrollment.

26 (5) Rates at which graduates enroll in a community college
27 program that enables them to transfer to a four-year university.

28 (6) Rates at which graduates enroll in a community college
29 course of technical study leading to a professional certificate.

30 (7) Rates at which pupils satisfactorily complete a designated
31 career pathway or series of courses that meets the career technical
32 education content standards adopted by the state board.

33 (8) Rates at which pupils earn a certificate, license, or the
34 equivalent in the designated occupation for which it is issued,
35 while enrolled in high school.

36 (9) The performance of pupils on valid and reliable assessments,
37 including portfolio assessments, that are designed to assess the
38 degree to which pupils have acquired the skills and knowledge
39 necessary to be successful in a specified occupation or in the
40 general workforce.

~~(10) Rates at which graduates are employed full time in an occupation with a career ladder. For purposes of this paragraph, “career ladder” means an opportunity for an entry level employee to attain higher levels of pay, skill, and responsibility.~~

~~(11) Rates at which graduates are enrolled in an apprenticeship program leading to full-time employment.~~

~~(12) Earnings of graduates.~~

~~(13) Rates at which graduates have secured employment that offers paid sick leave, paid vacation leave, and employer-provided health benefits.~~

~~(14) Other measures of postsecondary accomplishment, such as enlistment in the Armed Forces, California Conservation Corps, or other volunteer service organizations.~~

~~(c) In revising the API to include measures of college and career preparedness, the state board shall devise a method for significantly rewarding schools and school districts that can demonstrate that pupil subgroups, including economically disadvantaged pupils, are proportionately represented among pupils who are prepared and eligible to attend four-year colleges and universities.~~

~~(d) The state board shall also consider the appropriateness of including in the API, or other aspects of the state’s accountability system, as appropriate, a measure or measures of the degree to which pupils are satisfied with their secondary school experience and are engaged in their education. Methods considered shall include, but not be limited to, the following:~~

~~(1) Pupil attendance rates.~~

~~(2) Surveys of pupil, staff, and parent attitudes toward school, including, but not limited to, the California Healthy Kids Survey, California School Climate Survey, and the California School Parent Survey.~~

~~(e) Any changes made to the API shall allow for disaggregation of component parts of the API so that measures included in the index, and the relative weights of those measures, are distinguishable to parents, the public, and policymakers.~~

~~(f) The state board shall not be limited in its redesign of the API by the scope, at the time of enactment of this section, of the California Longitudinal Pupil Achievement Data System or other relevant data systems.~~

~~(g) By March 15, 2012, the Superintendent and state board shall consult with the University of California, the California State~~

1 University, the California Community Colleges, the Employment
2 Development Department, and other appropriate entities, and shall
3 report to the Governor and the Legislature both of the following:

4 (1) ~~Any additional data elements necessary to optimize the~~
5 ~~state's capacity to evaluate the effectiveness of pupil preparedness~~
6 ~~for college and career and pupils' engagement in school.~~

7 (2) ~~Any connections between data systems that would enable~~
8 ~~better evaluation of the effectiveness of pupils' preparation for~~
9 ~~college and career and of pupils' engagement in school.~~

10 (h) (1) ~~The requirement for submitting a report imposed under~~
11 ~~subdivision (g) is inoperative on January 1, 2016, pursuant to~~
12 ~~Section 10231.5 of the Government Code.~~

13 (2) ~~A report to be submitted pursuant to subdivision (g) shall~~
14 ~~be submitted in compliance with Section 9795 of the Government~~
15 ~~Code.~~

16 SEC. 4. ~~If the Commission on State Mandates determines that~~
17 ~~this act contains costs mandated by the state, reimbursement to~~
18 ~~local agencies and school districts for those costs shall be made~~
19 ~~pursuant to Part 7 (commencing with Section 17500) of Division~~
20 ~~4 of Title 2 of the Government Code.~~