

2024–25 Local Educational Agency Accountability Report Card

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This section provides the local educational agency's (LEA's) contact information

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Section I. Accountability 2025 California School Dashboard Accountability System

The federal Elementary and Secondary Education Act (ESEA) no longer requires states to produce Adequate Yearly Progress (AYP), but requires states to develop a new accountability system by 2017–18. The California School Dashboard (Dashboard) was first released in Spring 2017.

The Dashboard was produced for California's 10,000 public schools in over 1,000 local educational agencies¹ (LEAs). The Dashboard is California's new accountability system that is based on multiple measures. These measures are used to determine LEA and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement. In the Dashboard, charter schools' (local funded and direct funded) data are not "rolled up" or included in the LEA-level data.

A short description of California's Accountability System and the General Rules Applied to the State and Local Accountability Report Cards, please refer to the [State Accountability Report Card Description](#).

To view LEA information provided on the Dashboard, visit the [California School Dashboard and System of Support](#) web page.

For detailed information about the California School Dashboard, please refer to the [Dashboard Technical Guide](#).

Table 1 displays the unduplicated number of English learners who were assessed on the annual state English language proficiency assessment and the number and percentage of English learners achieving English language proficiency for the 2024–25 school year.

Table 1 English Language Proficiency (School Year 2024–25)

The data for English Language Proficiency will be forthcoming.
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¹For purposes of the Local Educational Agency Accountability Report Card (LARC), an LEA is a school district or a county office of education or a direct funded charter school.

Section II. High School Graduation Rate

The Four-Year Adjusted Cohort Graduation Rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

California adopted an extended-year graduation rate that now includes fifth year graduates. The combined four and five-year graduation rate represents the percentage of students who graduate high school within a specified timeframe with a high school diploma. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years.

For more information on the ACGR, visit the [Information about Adjusted Cohort Graduation Rate](#) web page.

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

2024–25 High School Graduation Rate

Table 2 displays information on the high school graduation rate (four-year cohort) by student group at the local educational agency (LEA)-level.

Table 2 High School Graduation Rate (Four-Year Cohort)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
LEAwide	140	136	97.14%
Female	60	60	100.00%
Male	78	74	94.87%
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Hispanic or Latino	130	130	100.00%
Filipino	0	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	*	*	*
White	*	*	*
English Learners	32	32	100.00%
Homeless	*	*	*
Socioeconomically Disadvantaged	130	128	98.46%
Not Socioeconomically Disadvantaged	*	*	*
Students with Disabilities	12	12	100.00%
Students with No Reported Disabilities	128	124	96.88%
Students Receiving Migrant Education Services	0	0	0.00%
Foster Youth	0	0	0.00%

Note 1: Due to rounding, the sum of the cohort graduation rate may not total 100 percent.

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

Table 3 displays information on the fifth-year graduation rate (extended-year graduation rate) by student group at the LEA-level.

Table 3 High School Graduation Rate (Extended-Year Cohort)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
LEAwide	104	100	96.15%
Female	54	50	92.59%
Male	48	48	100.00%
Non-Binary	*	*	*
American Indian or Alaska Native	0	0	0.00%
Asian	*	*	*
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	96	96	100.00%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	*	*	*
English Learners	26	26	100.00%

Foster Youth	*	*	*
Homeless	*	*	*
Socioeconomically Disadvantaged	98	94	95.92%
Not Socioeconomically Disadvantaged	*	*	*
Students Receiving Migrant Education Services	0	0	0.00%
Students with Disabilities	*	*	*
Students with No Reported Disabilities	94	90	95.74%

Note 1: Due to rounding, the sum of the cohort graduation rate may not total 100 percent.

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

Section III. School Improvement Funds

The federal Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for comprehensive support and improvement (CSI) (ESSA Section 1003 funds) based on the criteria in California's ESSA State Plan. This requirement went into effect for the first time in the 2018–19 school year. Schools were selected for the first time in January 2019 based on the 2018 California School Dashboard.

California's ESSA State plan defines the local educational agencies (LEAs) as school districts, county offices of education (COEs), and direct-funded charter schools.

The ESSA requires LEAs with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes.

COEs that have LEAs within their county that serve schools eligible for CSI are required to:

- Support LEAs to meaningfully address the CSI prompts in the Plan Summary of the Local Control and Accountability Plan (LCAP) related to CSI activities.
- Review and approve the CSI prompts in the LEA LCAP Plan Summary.

For more information on the CSI visit the [Comprehensive Support and Improvement](#) web page.

2024–25 School Improvement Funds

Table 4 displays the list of schools by County-District-School (CDS) code and school name that received CSI funds, type of assistance status, amount of funds received, and the type of strategies the school implemented using these funds.

Table 4 School Improvement Funds

LEA Total Apportionment Received: N/A

The data for School Improvement Funds will be forthcoming.

CSI Grad = High school is eligible to receive assistance in the CSI category based on low graduation rate.

CSI Low Perform = Title I-funded school is eligible to receive assistance in the CSI category based on the criteria for lowest-performing schools.

Section IV. Per-Pupil Expenditures

The federal Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to provide district-level and school-level per-pupil expenditures (PPE) of federal, state, and local funds.

For more information on the ESSA PPE, refer to the letter entitled "[The Every Student Succeeds Act Per-Pupil Expenditure Reporting Requirement](#)" sent to the County and District Superintendents, County and District Chief Business Officials, and Charter School Administrators, on August 1, 2018.

Note: DNR = Did Not Report

2024–25 Per-Pupil Expenditures (federal, state, and local funds)

Table 5 displays a list of schools within the local educational agency (LEA) by County-District-School (CDS) code, school name, membership enrollment (i.e., using cumulative enrollment, ADA, or census day enrollment), membership type, school site-level PPE federal funds, school site-level PPE state and local funds, school site-level PPE total funds, school central-level PPE federal funds, school central-level PPE state and local funds, school central-level PPE total funds, and school PPE total funds. The amounts shown for the LEA Total PPE Federal and State/Local include actual personnel and non-personnel expenditures.

Table 5 Per-Pupil Expenditures (PPE) – School-level

CDS	School Name	Membership Enrollment	Student Membership Type	School Expenditures - Federal	School Expenditures - State & Local	Site Expenditures Total	Central Expenditures - Federal	Central Expenditures - State & Local	Central Expenditures Total	Expenditures Total
30-66670-0106567	Nova Academy Early College High	288	Census Day Enrollment	\$1,138	\$22,249	\$23,387	\$0	\$0	\$0	\$23,387

Table 6 displays LEA enrollment count, LEA total PPE federal funds, LEA total PPE state/local funds, the LEA total PPE funds, and the LEA total exclusions. The amounts shown for the LEA Total PPE Federal and State/Local include actual personnel and non-personnel expenditures.

Table 6 Per-Pupil Expenditures (PPE) – LEA-level

Enrollment	LEA Total PPE Federal	LEA Total PPE State/Local	LEA Total PPE	LEA Total Exclusions
288	\$1,138	\$22,249	\$23,387	\$271,295

Section V. California Assessment of Student Performance and Progress Test Results

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting Program, which became inoperative on July 1, 2013.

California has adopted more rigorous academic standards that emphasize not only subject knowledge, but also the critical thinking, analytical writing, and problem-solving skills students need to be successful in college and career. These standards set a higher bar for California students to help ensure they are prepared to succeed in the future.

The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and California Alternative Assessments (CAAs) for English language arts/literacy (ELA)** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Further CAASPP information can be found on the California Department of Education (CDE) [CAASPP System](#) web page.

The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments for ELA and mathematics that are aligned with the Common Core State Standards (CCSS) for ELA and mathematics of grade-level learning that measure progress toward college and career readiness.

Information on the Smarter Balanced Summative Assessments can be found at the CDE [Smarter Balanced Summative Assessments](#) web page.

CAA items are aligned with alternate achievement standards, which are linked with the CCSS for students with significant cognitive disabilities. The CAA was field tested during the 2014–15 school year and became operational during the 2015–16 school year.

Further CAA information can be found on the CDE [California Alternative Assessments for ELA and Math](#) web page.

The CDE developed the science assessment called CAST based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new CAST is aligned with these standards. The CAST was administered operationally during the 2018–19 school year.

Science assessments include both the CAST and the CAA for Science for students with an Individualized Education Program designating an alternate assessment. Students take the CAST or CAA for Science assessment in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Information about the CAASPP system science assessments can be found at the CDE [California Science Test](#) web page.

The data displayed in the Local Educational Agency Accountability Report Card (LARC) may differ from other data sources because the inclusion and exclusion rules are different for the LARC.

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

2024–25 CAASPP Test Results in ELA, Mathematics, and Science for All Students

Table 7 displays information on how students served by the local educational agency (LEA) achieved in ELA, Mathematics, and Science compared to students in the state as a whole.

Table 7 CAASPP Test Results

Subject	LEA Number Tested	LEA Percent of Students Meeting or Exceeding the State Standards	State Number Tested	State Percent of Students Meeting or Exceeding the State Standards
English language arts/literacy	92	31.52%	2,933,909	48.81%
Mathematics	92	2.17%	2,948,200	37.30%
Science	66	27.27%	1,299,971	32.65%

Two-Year Trend (2023–24 and 2024–25) CAASPP Test Results in ELA, Grades Three through Eight and Grade Eleven

Table 8 displays the most recent two-year trend data in student achievement in ELA in grades three through eight and grade eleven.

Table 8 ELA

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Students with Scores	Percent Met or Exceeded
11	2023–24	80	77	96.25%	3.75%	77	59.74%
11	2024–25	95	92	96.84%	3.16%	92	31.52%

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 3: Inclusion and exclusion rules are different for the LARC than for other public assessment reports.

Two-Year Trend (2023–24 and 2024–25) CAASPP Test Results in Mathematics, Grades Three through Eight and Grade Eleven

Table 9 displays the most recent two-year trend data in student achievement in mathematics in grades three through eight and grade eleven.

Table 9 Mathematics

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Students with Scores	Percent Met or Exceeded
11	2023–24	80	77	96.25%	3.75%	77	7.79%
11	2024–25	95	92	96.84%	3.16%	92	2.17%

Note 1: Due to rounding, the sum of all achievement levels may not total 100 percent.

Note 2: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Note 3: Inclusion and exclusion rules are different for the LARC than for other public assessment reports.

Two-Year Trend (2023–24 and 2024–25) CAASPP Test Results in Science, Grades Five, Eight, and High School

Science assessments include both the CAST and the CAA for Science for students with an Individualized Education Program designating an alternate assessment. Students take the CAST or CAA for Science assessment in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). The CAST was administered operationally during the 2018–19 school year.

Table 10 displays the most recent two-year trend data in student achievement in science.

Table 10 Science

Grade	Year	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Students with Scores	Percent Met or Exceeded
High School	2023–24	49	49	100.00%	0.00%	49	20.41%
High School	2024–25	66	66	100.00%	0.00%	66	27.27%

Part A. California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy

2024–25 California Assessment of Student Performance and Progress (CAASPP) Test Results in English Language Arts/Literacy (ELA) by Student Group, Grades Three through Eight and Grade Eleven

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Table 11 displays information on enrollment; the percent of students tested; and the percent of students at each level of achievement on the CAASPP ELA assessment statewide, for the local educational agency (LEA), by student group, for grades three through eight and grade eleven.

Table 11 ELA – Grades Three through Eight and Grade Eleven

Student Group	Total Enrolled	Total Tested	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	3,020,114	97.15%	29.43%	21.76%	26.53%	22.29%
LEAwide	95	96.84%	35.87%	32.61%	22.83%	8.7%
Female	49	100.00%	22.45%	38.78%	28.57%	10.2%
Male	45	93.33%	52.38%	26.19%	14.29%	7.14%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0	0	0.00%	0.00%	0.00%	0.00%
Black or African American	*	*	*	*	*	*
Filipino	0	0	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	91	96.70%	36.36%	32.95%	22.73%	7.95%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%	0.00%
Two or More Races	0	0	0.00%	0.00%	0.00%	0.00%
White	*	*	*	*	*	*
English Learners	18	88.89%	68.75%	31.25%	0%	0%
Foster Youth	0	0	0.00%	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%	0.00%
Military	*	*	*	*	*	*
Socioeconomically Disadvantaged	86	96.51%	37.35%	33.73%	20.48%	8.43%
Not Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	0	0	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	14	92.86%	61.54%	38.46%	0%	0%
Students with No Reported Disabilities	81	97.53%	31.65%	31.65%	26.58%	10.13%

Part B. California Assessment of Student Performance and Progress Test Results in Mathematics

2024–25 California Assessment of Student Performance and Progress (CAASPP) Test Results in Mathematics by Student Group, Grades Three through Eight and Grade Eleven

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Table 12 displays information on enrollment; the percent of students tested; and the percent of students at each level of achievement on the CAASPP Mathematics assessment statewide, for the local educational agency (LEA), by student group, for grades three through eight and grade eleven.

Table 12 Mathematics – Grades Three through Eight and Grade Eleven

Student Group	Total Enrolled	Total Tested	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	3,020,114	97.62%	38.98%	23.7%	17.93%	19.37%
LEAwide	95	96.84%	79.35%	18.48%	2.17%	0%
Female	49	100.00%	77.55%	20.41%	2.04%	0%
Male	45	93.33%	80.95%	16.67%	2.38%	0%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	0	0	0.00%	0.00%	0.00%	0.00%
Black or African American	*	*	*	*	*	*
Filipino	0	0	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	91	96.70%	80.68%	17.05%	2.27%	0%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%	0.00%

Two or More Races	0	0	0.00%	0.00%	0.00%	0.00%
White	*	*	*	*	*	*
English Learners	18	88.89%	100%	0%	0%	0%
Foster Youth	0	0	0.00%	0.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%	0.00%
Military	*	*	*	*	*	*
Socioeconomically Disadvantaged	86	96.51%	79.52%	18.07%	2.41%	0%
Not Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	0	0	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	14	92.86%	100%	0%	0%	0%
Students with No Reported Disabilities	81	97.53%	75.95%	21.52%	2.53%	0%

Part C. California Assessment of Student Performance and Progress Test Results in Science

2024–25 California Assessment of Student Performance and Progress (CAASPP) Test Results in Science by Student Group, Grades Five, Eight and High School

Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Table 13 displays information on enrollment; the percent of students tested; and the percent of students at each level of achievement on the CAST assessment statewide, for the local educational agency (LEA), by student group, for grades five, eight and high school.

Table 13 Science – Grades Five, Eight, and High School

Student Group	Total Enrolled	Total Tested	% Level 1	% Level 2	% Level 3	% Level 4
Statewide	1,357,864	95.74%	14.06%	53.29%	21.5%	11.16%
LEAwide	66	100.00%	7.58%	65.15%	24.24%	3.03%
Female	29	100.00%	10.34%	65.52%	20.69%	3.45%
Male	36	100.00%	5.56%	66.67%	25%	2.78%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	0	0	0.00%	0.00%	0.00%	0.00%
Filipino	0	0	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	63	100.00%	6.35%	65.08%	25.4%	3.17%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%	0.00%
Two or More Races	*	*	*	*	*	*
White	0	0	0.00%	0.00%	0.00%	0.00%
English Learners	*	*	*	*	*	*
Foster Youth	0	0	0.00%	0.00%	0.00%	0.00%
Homeless	*	*	*	*	*	*
Military	0	0	0.00%	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	57	100.00%	7.02%	70.18%	21.05%	1.75%
Not Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	0	0	0.00%	0.00%	0.00%	0.00%
Students with Disabilities	*	*	*	*	*	*
Students with No Reported Disabilities	61	100.00%	6.56%	63.93%	26.23%	3.28%

Section VI. Post-Secondary Enrollment Rates

The federal ESSA requires the California Department of Education (CDE) to provide post-secondary enrollment rates.

For more information on the Post-Secondary Enrollment Rates visit the [Post-Secondary Enrollment Data](#) web page.

Table 14 displays information by student group, the total post-secondary institutions enrollment rate, public post-secondary institutions enrollment rate, private post-secondary institutions enrollment rate, and out-of-state post-secondary institutions enrollment rate.

Table 14 Post-Secondary Enrollment Rates (School Year 2024–25)

The data for Post-Secondary Enrollment Rates will be forthcoming.

Section VII. Teacher Qualifications

Information on requirements for paraprofessionals pursuant to the federal Elementary and Secondary Education Act (ESEA) can be found at the California Department of Education (CDE) [Promoting Equitable Access to Teachers](#) web page.

Detailed information on teacher qualification data can be found on the CDE [DataQuest](#) web page.

For information on “ineffective” and “out-of-field” teacher definitions refer to the [Updated Teacher Equity Definitions](#) web page.

2024–25 Teacher Credentials and Misassignments

Table 15 displays the number and percentage of the teacher preparation and placement in the local educational agency (LEA).

Table 15 Teacher Preparation and Placement

The data for the Teacher Preparation and Placement will be forthcoming.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 16 displays information on the teachers without credentials and misassignments in the LEA.

Table 16 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

The data for the Teachers Without Credentials and Misassignments will be forthcoming.

Table 17 displays information on the credentialed teachers assigned out-of-field in the LEA.

Table 17 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

The data for Credentialed Teachers Assigned Out-of-Field will be forthcoming.

Table 18 displays information on the class assignment in the LEA.

Table 18 Class Assignments

The data for the Class Assignments will be forthcoming.

2024–25 Teacher Education Levels

Table 19 displays information on the professional qualifications of teachers in the LEA, including the percentage of teachers at each education level.

Table 19 Teacher Education Levels

Education Level	Percent
Doctorate degree	0.00%
Special Degree	0.00%
Master's degree plus 30 or more semester hours	33.33%
Master's degree	13.33%
Fifth Year within Baccalaureate	0.00%
Fifth Year	0.00%
Fifth Year Induction	0.00%

Bachelor's degree plus 30 or more semester hours	33.33%
Bachelor's degree	20.00%
Associate degree	0.00%
No degree indicated	0.00%

Table 20 displays information on the number of educator qualification indicators across all schools.

Table 20 Educator Qualifications – All Schools

The data for Educator Qualifications – All Schools will be forthcoming.

Table 21 displays information on the number of educator qualification indicators at high-poverty schools.

Table 21 Educator Qualifications – High-Poverty Schools

The data for the Educator Qualifications – High-Poverty Schools will be forthcoming.

Note: High-Poverty Schools are the 25% of the schools with the highest ratio of Socioeconomically disadvantaged (SED) students.

Table 22 displays information on the number of educator qualification indicators at low-poverty schools.

Table 22 Educator Qualifications – Low-Poverty Schools

The data for Educator Qualifications – Low-Poverty Schools will be forthcoming.

Note: Low-Poverty Schools are the 25% of the schools with the lowest ratio of Socioeconomically disadvantaged (SED) students.

Section VIII. National Assessment of Educational Progress Results

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, and other subjects. Student scores for the NAEP are reported as scale scores and performance levels (i.e., NAEP Basic, NAEP Proficient, and NAEP Advanced). The participation of students with disabilities and English language learners is reported based on the number of students identified, excluded, and assessed.

Sampling

Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state-level results and is not reflective of either the local educational agency (LEA) or the individual school.

Comparing NAEP Results to the California Assessment of Student Performance and Progress Results

Comparisons of student performance on the NAEP and student performance on the California Assessment of Student Performance and Progress (CAASPP) cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight, and twelve and for long-term trends assesses ages nine, thirteen, and seventeen. Additionally, the NAEP only provides state-level test results for grades four and eight. The CAASPP system reports results for elementary, middle, and high school grade levels.

The CAASPP system assessments are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CAASPP program assesses English language arts/literacy, encompassing reading, writing, speaking/listening, and research.

Scores on the CAASPP and other assessments are not directly comparable to those on NAEP. For NAEP, the averages and percentages presented are estimates based on representative samples of students rather than, as for CAASPP, based on entire populations.

Finally, the questions students respond to on the NAEP are only a sample of the knowledge and skills covered by the NAEP assessment frameworks. Each student selected for NAEP takes a small part of the overall assessment; only when scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do.

State-level NAEP Results

The U.S. Department of Education administers NAEP assessments in reading and mathematics, and reports state-level results on the Nation's Report Card. The NAEP assessments had been administered in January through March of every odd-numbered year. However, due to the impact of the COVID-19 pandemic, in late November 2020, the National Center for Education Statistics Commissioner, with support of the National Assessment Governing Board (NAGB), decided to postpone the NAEP 2021 assessments.

The postponement moved the grades four and eight mathematics and reading assessments to the 2021–22 school year. Under Every Student Succeeds Act (ESSA) of 2015, state/district applications for Title I funds must include an assurance that the state/district will participate in the biennial NAEP Mathematics and Reading assessments in grades four and eight.

On March 5, 2021, NAGB released an updated [assessments calendar](#) moving the grades four and eight mathematics and reading assessments from every odd-numbered year to every even-numbered year (i.e., 2022, 2024, 2026, etc.).

Therefore, as of April 2026, the most recent state-level NAEP results in reading and mathematics available are from 2024. The data in the following two tables reflect results from NAEP assessments that took place during the 2023–2024 school year.

More Information

Detailed information regarding the NAEP results, including participation rates and test results for each subject and grade level, can be found on the [National Center for Education Statistics Nation’s Report Card](#) website.

NAEP Reading and Mathematics Results by Grade Level, All Students

Table 23 displays the scale scores and achievement levels on the NAEP Results for reading (2024) and mathematics (2024) for grades four and eight.

Table 23 All Students, Grades Four and Eight

Subject and Grade Level	State Average Scale Score	National Average Scale Score	State Percent below NAEP Basic Achievement Level	State Percent at NAEP Basic Achievement Level	State Percent at NAEP Proficient Achievement Level	State Percent at NAEP Advanced Achievement Level
Reading 2024, Grade 4	212	214	44%	28%	21%	7%
Reading 2024, Grade 8	254	257	37%	35%	24%	4%
Mathematics 2024, Grade 4	233	237	30%	35%	27%	8%
Mathematics 2024, Grade 8	269	272	46%	29%	17%	9%

NAEP Reading and Mathematics Results by Grade Level, Students with Disabilities, and/or English Language Learners

Table 24 displays the state and national participation rates on the NAEP for reading (2024) and mathematics (2024) for students with disabilities and/or English language learners for grades four and eight.

Table 24 Results for Students with Disabilities, and/or English Language Learners Grades Four and Eight (2023–24)

Subject and Grade Level	State Participation Rate Students With Disabilities and/or English Language Learners	National Participation Rate Students With Disabilities and/or English Language Learners	State Participation Rate Students With Disabilities	National Participation Rate Students With Disabilities	State Participation Rate English Language Learners	National Participation Rate English Language Learners
Reading 2024, Grade 4	93%	90%	88%	88%	95%	92%
Reading 2024, Grade 8	92%	90%	88%	87%	94%	91%
Mathematics 2024, Grade 4	93%	92%	85%	89%	96%	93%
Mathematics 2024, Grade 8	93%	91%	91%	90%	93%	92%

Section IX. Progress Toward State–Designed Long–Term Goals and Measurements of Interim Progress

Academic Achievement

Progress toward state-designed long-term academic achievement goals summarizes how student groups are performing relative to established statewide targets and benchmarks, providing insight into whether academic achievement outcomes are improving over time, and includes measurements of interim progress.

Note that for statewide and unified school districts, the grade eleven results are combined with the grades three through eight results to calculate the ELA and Math progress toward state-designed long-term goals.

Table 25 Progress Toward State-Designed Long-Term Goals – ELA (Grades 3-8)

Data for Progress Toward State-Designed Long-Term Goals – ELA (Grades 3-8) is not applicable.

Table 26 Progress Toward State-Designed Long-Term Goals – ELA (Grade 11)

Student Group	ELA Status	Percentage Point Change	Annual Average Improvement Goal	Met Average Annual Improvement Goal	Long-Term Goal
All Students	-62.7	-64.8	Increase From Baseline	No	18.2
Hispanic or Latino	-64.0	-71.5	2.4	No	0.5
White	0.0	0.0	Increase From Baseline	N/A	44.2
English Learners	-116.3	-46.1	12.7	No	-40.5
Socioeconomically Disadvantaged	-66.4	-65.4	2.9	No	-1.4
Students with Disabilities	-137.5	0.0	17.5	N/A	-60

Table 27 Progress Toward State-Designed Long-Term Goals – Mathematics (Grades 3-8)

Data for Progress Toward State-Designed Long-Term Goals – Mathematics (Grades 3-8) is not applicable.

Table 28 Progress Toward State-Designed Long-Term Goals – Mathematics (Grade 11)

Student Group	Mathematics Status	Percentage Point Change	Annual Average Improvement Goal	Met Average Annual Improvement Goal	Long-Term Goal
All Students	-159.6	-47.7	9.2	No	-36.9
Hispanic or Latino	-160.9	-54.6	14.2	No	-57.1
White	0.0	0.0	4.9	N/A	-19.7
English Learners	-204.9	-31.3	21.9	No	-87.3
Socioeconomically Disadvantaged	-160.2	-44.1	14.1	No	-56.7
Students with Disabilities	-210.2	0.0	28.7	N/A	-114.8

Graduation Rate

Progress toward state-designed long-term graduation goals summarizes how student groups are performing relative to established statewide targets and benchmarks, providing insight into whether graduation outcomes are improving over time, and includes measurements of interim progress for the combined four- and five-year graduation rate.

Table 29 Progress Toward State-Designed Long-Term Goals – Graduation Rate

Student Group	Graduation Rate Status	Percentage Point Change	Average Annual Improvement Goal	Met Average Annual Improvement Goal	Long-Term Goal
All Students	97.1	1.0	1.3	No	87.8
American Indian	0.0	0.0	3.3	No	83.9
Asian	0.0	0.0	Increase from Baseline	No	93.8
Black or African American	0.0	0.0	3.5	No	83.5
Hispanic or Latino	100.0	0.0	2	No	86.5
Two or More Races	0.0	0.0	0.9	No	88.6
White	0.0	0.0	0.3	No	89.9
English Learner	100.0	0.0	3.6	No	83.3
Homeless	0.0	0.0	4	No	82.5
Socioeconomically Disadvantaged	98.5	2.5	2.1	Yes	86.2
Students with Disabilities	0.0	0.0	4.9	No	80.7

English Learner Progress

Progress toward state-designed long-term English learner progress goals summarizes how student groups are performing relative to established statewide targets and benchmarks, providing insight into whether English learner progress outcomes are improving over time, and includes measurements of interim progress.

Table 30 Progress Toward State-Designed Long-Term Goals – English Learner Progress Indicator (ELPI)

Student Group	ELPI Status	Percentage Point Change	Average Annual Improvement Goal	Met Average Annual Improvement Goal	Long-Term Goal
English Learners	49.0	-9.4	1.3	No	52.2%

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