



California  
Science Teachers  
Association (CSTA)

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## Position Statement on Accountability

The California Science Teachers Association (CSTA) advocates for a coherent educational accountability system that includes multiple measures and emphasizes the importance of providing access to high quality science education for all students in the state of California, particularly students underserved by the education system.

CSTA believes it is critical that

- high quality science education be included as part of the accountability system in support of the implementation of the California Next Generation Science Standards and other state-adopted standards.
- science be included as a state indicator because this information will be used to communicate the overall performance of schools and Local Education Agencies (LEAs) with respect to learning in science.
- a state indicator ensures schools or LEAs falling short of standards for performance and expectations for improvement in science receive additional support and assistance in that particular area.
- the Local Control and Accountability Plan include indicators of high quality science education to evaluate and inform the overall quality of every student's education.

As California redesigns its accountability system, there is an opportunity to craft it in a way that incentivizes the broadening of measures and indicators that ensures science is equally valued as other subject areas. In practical implementation, state assessments serve as a lever for implementation, and they influence the time and breadth devoted to science and other subjects taught in CA public schools.

Therefore, CSTA encourages the California State Board of Education to clearly articulate the measures of comprehensive science education, K-12. Multiple measures, including but not exclusively based upon assessments, need to be present in all levels of California's coherent federal, state, and local educational accountability system.