

School and Teacher Demographics

Per pupil expenditures <small>(CCD, 2000-01)</small>	\$6,987
Number of districts <small>(CCD, 2001-02)</small>	988
Number of charter schools <small>(CCD, 2001-02)</small>	350

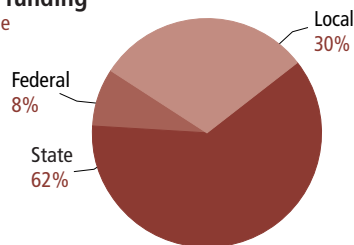
	Number of public schools <small>(CCD)</small>	
	1993-94	2001-02
Elementary	4,920	5,493
Middle	1,095	1,282
High	812	1,707
Combined	39	414
Total	6,866	8,896

	Number of FTE teachers <small>(CCD)</small>	
	1993-94	2001-02
Elementary	113,638	159,344
Middle School	39,438	50,238
High School	51,211	73,332
Combined	1,713	9,621
Total	206,000	292,535

	Percentage of teachers with a major in the main subject taught, grades 7-12 <small>(SASS)</small>	
	1994	2000
English	76%	68%
Math	50	57
Science	62	77
Social Studies	77	84

Sources of funding

District average
(CCD, 2000-01)



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Student Demographics

Public school enrollment <small>(CCD)</small>	1993-94		2001-02	
	Pre-K	K-8	9-12	Total (K-12)
	61,281	3,772,731	1,393,530	5,166,261
	—	4,329,008	1,745,295	6,074,303

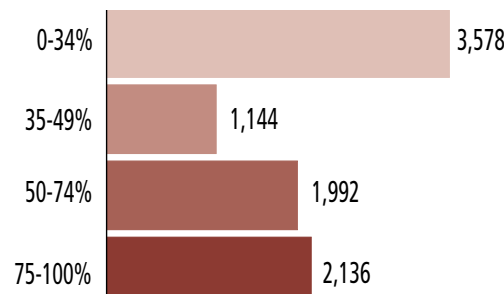
Race/ethnicity <small>(CCD)</small>	1993-94		2001-02	
	%	#	%	#
American Indian/Alaskan Natives	1%	11	1%	11
Asian/Pacific Islander	11	11	11	11
Black	9	9	8	8
Hispanic	37	37	44	44
White	42	42	35	35
Other	—	—	—	—

Students with disabilities <small>(OSEP)</small>	1993-94		2001-02	
	%	#	%	#
	9%	9%	9%	9%

Migratory students <small>(OME)</small>	1993-94		2001-02	
	%	#	%	#
	4%	4%	7%	7%

Students with limited English proficiency <small>(ED/NCBE)</small>	1993-94		2000-01	
	%	#	%	#
	23%	23%	25%	25%

All schools by percent of students eligible to participate in the Free and Reduced-Price Lunch Program[†] (CCD, 2001-02)



[†] 64 schools did not report.

Statewide Accountability Information

(Collected from states, January 2002 for 2001-02 school year)

Statewide Goal for Schools on State Assessment

Academic Performance Index (API) of 800 on a scale of 200 to 1,000.

Expected School Improvement on Assessment

Annual growth target of 5 percent of distance from base API to 800 with comparable improvement by ethnic and socioeconomically disadvantaged student subgroups.

Title I Adequate Yearly Progress (AYP) for Schools

Same as statewide goal.

Title I 2001-02 <small>(ED Consolidated Report, 2001-02)</small>	Schoolwide Programs	Targeted Assistance	Total
Number of schools	2,718	2,886	5,604
Schools meeting AYP goal	49%	51%	100%
Schools in need of improvement	56%	44%	41%
	718	291	1,009
	71%	29%	18%

Title I allocation \$1,340,360,020

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected and Delinquent, ED, 2001-02)

NAEP State Results

Reading, 2003	Grade 4	Grade 8	
	Proficient level and above	21%	22%
Basic level and above	49	61	
Math, 2003	Proficient level and above	25%	21%
	Basic level and above	67	55

Student Achievement 2001-02

Assessment

California Standards Tests.

State Definition of Proficient

Proficient performance in relation to the academic content standards tested.

Elementary School

Grade 4

English/Language Arts

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	11%	19%	35%	22%	14%
Title I Schools					
Economically Disadvantaged Students	16	26	38	15	4
Students with Limited English Proficiency	23	32	35	8	2
Migratory Students					
Students with Disabilities	27	29	28	11	5

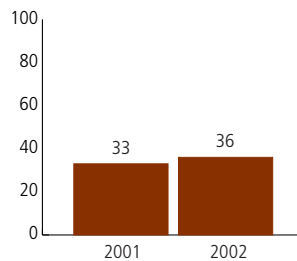
Grade 4

Mathematics

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	7%	26%	30%	24%	13%
Title I Schools					
Economically Disadvantaged Students	10	35	31	18	6
Students with Limited English Proficiency	12	40	30	14	4
Migratory Students					
Students with Disabilities	21	39	22	12	6

Student Achievement Trend

English/Language Arts 4th grade meets or exceeds Proficient



KEY: *	= Less than 0.5 percent
—	= Not applicable
n/a	= Not available
#	= Sample size too few to calculate
High Poverty Schools	= 75-100% of students qualify for lunch subsidies

Middle School

Grade 8

English/Language Arts

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	14%	19%	34%	22%	10%
Title I Schools					
Economically Disadvantaged Students	23	27	36	12	2
Students with Limited English Proficiency	36	34	26	3	*
Migratory Students					
Students with Disabilities	49	28	17	4	1

Grade 8

Algebra I

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	13%	33%	34%	18%	2%
Title I Schools					
Economically Disadvantaged Students	18	34	29	16	4
Students with Limited English Proficiency	26	38	21	10	4
Migratory Students					
Students with Disabilities	33	39	15	10	3

High School

Grade 10

English/Language Arts

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	16%	21%	30%	21%	12%
Title I Schools					
Economically Disadvantaged Students	25	30	29	11	3
Students with Limited English Proficiency	39	38	19	3	*
Migratory Students					
Students with Disabilities	53	30	13	3	1

Grade 10

Algebra I

Students in:	Proficient ⇄				
	Far Below Basic	Below Basic	Basic	Prof.	Adv.
All Schools	19%	41%	31%	8%	1%
Title I Schools					
Economically Disadvantaged Students	22	44	27	6	*
Students with Limited English Proficiency	23	44	26	6	1
Migratory Students					
Students with Disabilities	33	46	18	3	*

High School Indicators

High school dropout rate (CCD, event)	1993-94	2000-01
	n/a	n/a

Postsecondary enrollment	1994-95	2000-01
	61%	48%

(NCES, High school graduates enrolled in college)