

## Districts and schools

<b>Number of districts</b> (CCD)	<b>1993-94</b> 1,002	<b>2002-03</b> 988
<b>Number of public schools</b> (CCD)		
Elementary	4,943	5,550
Middle	1,101	1,305
High	1,382	1,788
Combined	167	426
Other	141	18
<b>Total</b>	<b>7,734</b>	<b>9,087</b>
<b>Number of charter schools</b> (CCD)		408

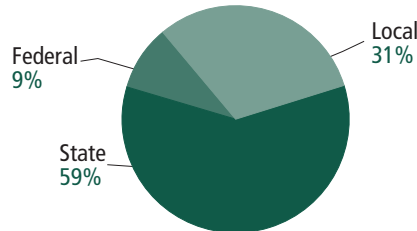
## Finances

<b>Total current expenditures</b> 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	<b>2001-02</b>
Instructional	\$19,239,205
Noninstructional	\$28,566,063
Support	\$1,739,089
<b>Total</b>	<b>\$15,960,392</b>
	<b>\$46,265,544</b>

<b>Per-pupil expenditures</b> (CCD, adjusted for inflation to 2001-02)	<b>\$6,040</b>	<b>\$7,434</b>
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## Sources of funding

(CCD, 2001-02)



<b>Title I allocation 2001-02</b> (ED; Includes Title I, Part A)	<b>\$1,448,883,975</b>
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## Students

<b>Public school enrollment</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Pre-K	61,281	n/a
K-8	3,772,731	4,373,967
9-12	1,393,530	1,807,054
<b>Total (K-12)</b>	<b>5,166,261</b>	<b>6,181,021</b>

<b>Race/ethnicity</b> (CCD)		
American Indian/Alaskan Native	1%	1%
Asian/Pacific Islander	11	11
Black, non-Hispanic	9	8
Hispanic	37	46
White, non-Hispanic	42	34

<b>Students with disabilities</b> (OSEP)	9%	9%
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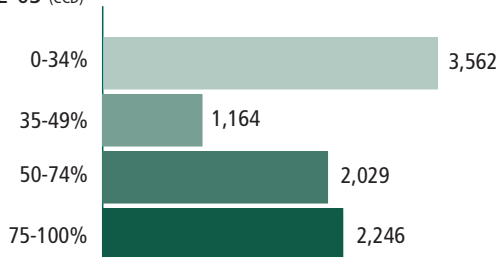
<b>Students with limited English proficiency</b> (NCELA)	23%	26%
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<b>Migrant students</b> (OME)	4%	8%
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<b>Eighth-grade students enrolled in Algebra I for high school credit</b> (NAEP)	<b>1996</b> 27%	<b>2003</b> 46%
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<b>Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03</b> (CCD)	<b>3,002,890</b>
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**Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03<sup>†</sup>** (CCD)



<sup>†</sup>86 schools did not report.

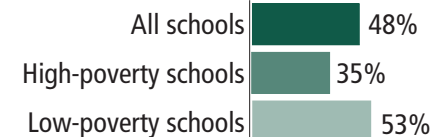
## Staff

<b>Number of FTE teachers</b> (CCD)	<b>1993-94</b>	<b>2002-03</b>
Elementary	113,113	158,983
Middle	39,438	51,595
High	51,143	75,318
Combined	268	10,032
Other	17,796	11,745
<b>Total</b>	<b>221,779</b>	<b>307,672</b>

<b>Number of FTE non-teacher staff</b> (CCD)		
Instructional aides	55,984	72,242
Instructional coordinators	4,248	6,664
Administrators	12,231	16,228
Other	136,843	178,858
<b>Total</b>	<b>209,306</b>	<b>273,992</b>

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

**Percentage of core courses taught by highly qualified teachers, 2002-03** (As defined and reported by states, collected by ED)



## Outcomes

	<b>1993-94</b>	<b>2000-01</b>
<b>High school dropout rate</b> (NCES)	n/a	n/a
<b>Avg. freshman graduation rate</b> (NCES)	82%	72%
<b>College-going rate</b> (IPEDS/NCES)	61	48

<b>NAEP state results</b> (NCES)		
Reading, Grade 4	<b>1994</b>	<b>2003</b>
Proficient level or above	18%	21%
Basic level or above	44	49
Math, Grade 8	<b>1996</b>	<b>2003</b>
Proficient level or above	17%	21%
Basic level or above	51	55

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

## Statewide Accountability Information

See Appendix B for California's definitions of proficient for English language arts and mathematics for grades 4, 8, and high school.

See <http://star.cde.ca.gov/star2003/viewreport.asp> for more on the statewide accountability system.

**State assessment for NCLB accountability:** California Standards Tests (CSTs) grades 2-8, California High School Exit Exam (SCSAHSEE) grade 10

**State student achievement levels:** Below Basic, Basic, Far Below Basic, Proficient, Advanced

### NCLB Accountability Goals

		2001-02 Annual measurable objective starting point	Target (2002-03)
Grade 4	English language arts	13.6%	13.6%
	Mathematics	16	16
Grade 8	English language arts	13.6	13.6
	Mathematics	16	16
High school	English language arts	11.2	11.2
	Mathematics	9.6	9.6

### 2002-03 NCLB accountability results, applied to 2003-04 school year

AYP Outcomes and Consequences	Title I schools	All schools	All districts
Made AYP	2,786 (51%)	4,874 (54%)	456 (44%)
Identified for improvement:			
Year 1	644 (54%)	644 (7%)	0
Year 2	216 (18%)	216 (2%)	0
Corrective action	329 (27%)	329 (4%)	0
Restructuring	11 (1%)	11 (*)	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	191 (16%)	191 (2%)	0

Other indicator, 2002-03	State target	State outcome
Elementary, Middle, and High school indicator: Academic Performance Index (API), reflecting growth in all performance areas.	Meeting API target or growing at least one API point.	Met target.

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	3,609	*
Supplemental educational services:	41,198	1%

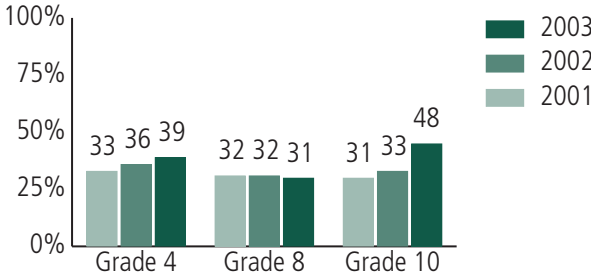
## Student Achievement 2002-03

### California Standards Tests and California High School Exit Exam, used for NCLB accountability

#### English or language arts

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	39%	31%	48%
Economically disadvantaged students	24	16	28
Migrant students	13	9	17
Students with disabilities	15	5	14
Students with limited English proficiency	21	14	25
Black, non-Hispanic students	27	17	33
Hispanic students	24	16	30
White, non-Hispanic students	59	47	67

#### Student achievement trend: English or language arts percent proficient level or above



#### Mathematics

Proficient level or above for:	Grade 4	Grade 8	Grade 10
All students	46%	29%	39%
Economically disadvantaged students	33	16	23
Migrant students	25	13	17
Students with disabilities	20	6	10
Students with limited English proficiency	34	18	24
Black, non-Hispanic students	29	12	19
Hispanic students	33	15	21
White students	61	42	56

#### Student achievement trend: Mathematics percent proficient level or above

