### California

#### Districts and schools

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

#### Finances

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td>$19,239,205</td>
<td>$28,566,063</td>
</tr>
<tr>
<td>Noninstructional</td>
<td>$1,345,311</td>
<td>$1,739,089</td>
</tr>
<tr>
<td>Support</td>
<td>$11,600,235</td>
<td>$15,960,392</td>
</tr>
<tr>
<td>Total</td>
<td>$32,184,751</td>
<td>$46,265,544</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)</td>
<td>$6,040</td>
<td>$7,434</td>
</tr>
</tbody>
</table>

#### Sources of funding (CCD, 2001-02)

- **Federal**: 9%
- **State**: 59%
- **Local**: 31%

#### Title I allocation 2001-02 (ED; Includes Title I, Part A)

- $1,448,883,975

#### Students

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public school enrollment (CCD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-K</td>
<td>61,281</td>
<td>n/a</td>
</tr>
<tr>
<td>K-8</td>
<td>3,772,731</td>
<td>4,373,967</td>
</tr>
<tr>
<td>9-12</td>
<td>1,393,530</td>
<td>1,807,054</td>
</tr>
<tr>
<td>Total (K-12)</td>
<td>5,166,261</td>
<td>6,181,021</td>
</tr>
<tr>
<td>Race/ethnicity (CCD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37</td>
<td>46</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>42</td>
<td>34</td>
</tr>
<tr>
<td>Students with disabilities (OSEP)</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Students with limited English proficiency (NCELA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

#### Staff

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

#### Number of FTE non-teacher staff (CCD) |

- Instructional aides: 55,984, 72,242
- Instructional coordinators: 4,248, 6,664
- Administrators: 12,231, 16,228
- Other: 136,843, 178,858
- Total: 209,306, 273,992

#### Outcomes

<table>
<thead>
<tr>
<th></th>
<th>1993-94</th>
<th>2000-01</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school dropout rate (NCES)</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Avg. freshman graduation rate (NCES)</td>
<td>82%</td>
<td>72%</td>
</tr>
<tr>
<td>College-going rate (IPEDS/NCES)</td>
<td>61</td>
<td>48</td>
</tr>
<tr>
<td>NAEP state results (NCES)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading, Grade 4</td>
<td>1994</td>
<td>2003</td>
</tr>
<tr>
<td>Proficient level or above</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Basic level or above</td>
<td>44</td>
<td>49</td>
</tr>
<tr>
<td>Math, Grade 8</td>
<td>1996</td>
<td>2003</td>
</tr>
<tr>
<td>Proficient level or above</td>
<td>17%</td>
<td>21%</td>
</tr>
<tr>
<td>Basic level or above</td>
<td>51</td>
<td>55</td>
</tr>
</tbody>
</table>

#### Sources

- http://www.cde.ca.gov
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>English language arts</th>
<th>Mathematics</th>
<th>Target (2002-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>13.6%</td>
<td>16</td>
<td>13.6%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>13.6</td>
<td>16</td>
<td>13.6</td>
</tr>
<tr>
<td>High school</td>
<td>11.2</td>
<td>9.6</td>
<td>11.2</td>
</tr>
</tbody>
</table>

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

**AYP Outcomes and Consequences**

<table>
<thead>
<tr>
<th>Made AYP</th>
<th>Title I schools</th>
<th>All schools</th>
<th>All districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,786</td>
<td>(51%)</td>
<td>4,874</td>
<td>(54%)</td>
</tr>
</tbody>
</table>

**Identified for improvement:**

<table>
<thead>
<tr>
<th></th>
<th>Title I schools</th>
<th>All schools</th>
<th>All districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>644 (54%)</td>
<td>644 (7%)</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>216 (18%)</td>
<td>216 (2%)</td>
<td>0</td>
</tr>
<tr>
<td>Corrective action</td>
<td>329 (27%)</td>
<td>329 (4%)</td>
<td>0</td>
</tr>
<tr>
<td>Restructuring</td>
<td>11 (1%)</td>
<td>11 (*)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)**

<table>
<thead>
<tr>
<th></th>
<th>Title I schools</th>
<th>All schools</th>
<th>All districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>191 (16%)</td>
<td>191 (2%)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

**Other indicator, 2002-03**

<table>
<thead>
<tr>
<th>State target</th>
<th>State outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting API</td>
<td>Met target</td>
</tr>
</tbody>
</table>

**Elementary, Middle, and High school indicator:**

*Academic Performance Index (API), reflecting growth in all performance areas.*

### NCLB choice participation

<table>
<thead>
<tr>
<th>Number of Title I students</th>
<th>Percent of eligible students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I school choice:</td>
<td>3,609</td>
</tr>
<tr>
<td>Supplemental educational services:</td>
<td>41,198</td>
</tr>
</tbody>
</table>

Student Achievement 2002-03

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

**English or language arts**

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

**Student achievement trend:**

**English or language arts percent proficient level or above**

![Graph](image)

**Mathematics**

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

**Student achievement trend:**

**Mathematics percent proficient level or above**

![Graph](image)