



FACT BOOK 2005

Handbook of Education Information

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California Department of Education

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A Message from the State Superintendent of Public Instruction

Californians need facts about our vast public education system to make informed decisions about our schools, but it often is difficult to know where to find current information. This resource, *Fact Book 2005*, includes a wealth of data and background about programs in California public schools and at the California Department of Education. The document answers many of the questions that educators, students, parents, elected officials, policymakers, media representatives, and others have about our school system.

Our schools deserve our attention and our support, particularly during these difficult fiscal times. I appreciate your interest in learning more about California's public education system, and I hope you find *Fact Book 2005* useful.

A handwritten signature in black ink that reads "Jack O'Connell". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

JACK O'CONNELL

State Superintendent of Public Instruction

Acknowledgments

The annual *Fact Book* is a compendium of statistics and information on a variety of subjects and issues concerning education in California. It is designed to serve as a reference for educators, legislators, and the general public and to aid reporters covering education.

This report was prepared by Janice Lowen Agee in the Office of the State Superintendent of Public Instruction, California Department of Education (CDE), with support from Jeannette Reyes in CDE Press and RoseMary Avalos in the Office of the State Superintendent. It would not have been possible to prepare this document without the additional support and cooperation of the many CDE staff members whose expertise is represented in these pages; their contributions are greatly appreciated.

You are welcome to duplicate this *Fact Book* as needed. Please call Jan Agee at (916) 319-0583 if you have any questions or recommendations for future editions.

Fingertip Facts on Education in California

Number of school districts, 2003-04:

Unified.....	328
Elementary.....	567
High.....	94
Other.....	70
Total.....	1,059

Number of public schools, 2003-04:

Elementary.....	5,503
Middle.....	1,210
Junior high.....	25
High.....	1,059
K-12.....	98
Continuation.....	521
Alternative.....	240
Community day.....	318
Special education.....	125
Other.....	124
Total.....	9,223

Number of students in public schools, 2003-04:

Kindergarten and grades one through eight.....	4,387,263
Grades nine through twelve.....	1,854,509
Ungraded programs.....	57,002
Total.....	6,298,774

Number of students in private schools, 2003-04:

Total.....	599,605
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Racial and ethnic distribution in public schools, 2003-04:

<i>Teachers</i>	<i>Number</i>	<i>Percent</i>
American Indian or Alaskan Native.....	1,937	0.6
Asian.....	13,832	4.5
Pacific Islander.....	701	0.2
Filipino.....	3,584	1.2
Hispanic.....	43,424	14.2
African American.....	14,463	4.7
White, not Hispanic.....	224,714	73.5
Multiple or no response.....	3,200	1.0
Total.....	305,855	100.0

<i>Students</i>	<i>Number</i>	<i>Percent</i>
American Indian or Alaskan Native.....	52,706	0.8
Asian.....	504,537	8.0
Pacific Islander.....	39,744	0.6
Filipino.....	160,400	2.5
Hispanic.....	2,898,115	46.0
African American.....	510,613	8.1
White, not Hispanic.....	2,046,422	32.5
Multiple or no response.....	86,237	1.4
Total.....	6,298,774	100.0

Number of twelfth-grade graduates, 2002-03:

Total.....	341,097
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Number of teachers, 2003-04:

Elementary schools.....	160,154
Middle and junior high schools.....	51,142
High schools.....	73,184
Other (includes continuation schools).....	21,375
Total.....	305,855

Average salaries, 2003-04:

Full-time teachers

Common administrative districts.....	\$ 62,263
Elementary districts.....	56,436
High school districts.....	58,931
Unified districts.....	56,059
Statewide average.....	56,444

School site principals

Elementary school level.....	\$ 86,491
Middle school level.....	91,032
High school level.....	97,524
Statewide average.....	90,900

Superintendents

Common administrative districts.....	\$146,617
Elementary districts.....	122,083
High school districts.....	136,125
Unified districts.....	137,577
Statewide average.....	130,890

California Department of Education

Mission

The mission of the California Department of Education (CDE) is to provide leadership, assistance, oversight, and resources so that every Californian has access to an education that meets world-class standards.

Vision

Working with our partners, we will create a dynamic, world-class education system that equips all students with the knowledge and skills to excel in college and careers and excel as parents and citizens.

Guiding Principles

1. We believe all students can learn.
 - All students deserve an equitable opportunity to succeed.
 - All students require a safe, healthy, environment for learning.
 - All students need physical, emotional, and intellectual support from their schools, families, and communities to succeed.
2. We focus on results. We set high standards.
3. We build the capacity of local agencies and CDE staff to achieve results.
4. We practice timely, two-way communication within and outside the CDE.
5. We foster an environment that promotes responsible decision making throughout the organization.
6. We combine our strengths. By supporting each other in resolving problems, we improve results.
7. We practice wise stewardship of all resources.
8. We act ethically and with integrity and treat everyone with courtesy and respect.

Goals

Goal 1—Accountability: Hold local educational agencies accountable for student achievement in all programs and for all groups of students.

Goal 2—Building Capacity: Build local capacity to enable all students to achieve state standards.

Goal 3—Professional Development: Expand and improve a system of recruiting, developing, and supporting teachers that instills excellence in every classroom, preschool through adult.

Goal 4—Technology: Provide statewide leadership that promotes effective use of technology to improve teaching and learning; increase efficiency and effectiveness in administration of kindergarten through grade twelve (K–12) education, including student recordkeeping and good financial management practices; and provide broader and more effective communication among the home, school, district, county, and state.

Goal 5—Learning Support Systems: Establish and foster systems of school, home, and community resources that provide the physical, emotional, and intellectual support that each student needs to succeed.

Goal 6—Adequate Flexible Funding: Advocate additional resources and additional flexibility, and provide statewide leadership that promotes good business practices so that California schools can target their resources to ensure success for all students.

Goal 7—Department Management: Improve the effectiveness and efficiency of the CDE.

CDE Organization

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Jack O’Connell

(916) 319-0800
FAX (916) 319-0100

The State Superintendent of Public Instruction is one of eight statewide constitutional officers in California and holds the only such office that is nonpartisan. The Superintendent is accountable to the people of California for administering and enforcing education law and regulations and for continuing to reform and improve public elementary and secondary school programs, adult education, and some preschool and child care programs.

The Superintendent is the executive officer and secretary of the State Board of Education and the director of the California Department of Education. The CDE administers California’s public education system at the state level. The Superintendent administers the day-to-day operation of the CDE and also is responsible for two schools for the deaf, one school for the blind, and three diagnostic centers for neurologically disabled pupils.

In addition to serving as a University of California Regent, the Superintendent serves as an ex officio member of the California State University and the California Commission on Teacher Credentialing boards of trustees. The Superintendent also serves as an ex officio member or has representation on more than 100 boards, commissions, and committees established by the Department, the Legislature, or the Executive Branch.

CHIEF DEPUTY SUPERINTENDENT
Gavin Payne

(916) 319-0794
FAX (916) 319-0104

The Chief Deputy Superintendent is responsible for managing and coordinating the functions of all of the Department's branches as well as the Communications and Government Affairs Offices. The Chief Deputy Superintendent provides direction for the development and implementation of a statewide educational strategy for CDE and oversees specific program and policy operations. The Chief Deputy Superintendent represents the State Superintendent in working with the U.S. Department of Education, the State Board of Education, the California Legislature, other state boards and commissions, county offices of education, and local school districts.

ASSESSMENT AND ACCOUNTABILITY BRANCH

Deputy Superintendent
Geno Flores

(916) 319-0812
FAX (916) 319-0109

The Assessment and Accountability Branch is responsible for programs designed to promote district and school accountability for improving student achievement.

The Standards and Assessment Division develops and administers state testing programs, such as the Standardized Testing and Reporting (STAR) program, the *California High School Exit Examination (CAHSEE)*, and the *California English Language Development Test (CELDT)*. In addition, the division coordinates other K–12 tests, such as the *General Educational Development (GED)* test and the *National Assessment for Educational Progress (NAEP)*. The Policy and Evaluation Division supports research and evaluation activities, develops the Academic Performance Index (API) that is used to rank school performance, and issues the Adequate Yearly Progress reports required by the federal No Child Left Behind (NCLB) Act. In addition to producing the School Accountability Report Card, the division also administers state and federal programs that give awards to teachers and schools.

The School and District Accountability Division oversees the state Coordinated Compliance Review (CCR). This division also provides program monitoring and technical assistance to meet the educational needs of English learners, exercises policy and program responsibilities for NCLB Title I, and resolves complaints under CDE's Uniform Complaint Procedures. The Data Management Division collects, analyzes, and disseminates data about California's public schools and school districts; promotes the effective use of technology in California's schools; and works to develop and coordinate both the California Longitudinal Pupil Achievement Data System and the California School Information Services (CSIS). The division also administers the Consolidated Application.

CURRICULUM AND INSTRUCTION BRANCH

Deputy Superintendent
Sue Stickel

(916) 319-0806
FAX (916) 319-0103

The central mission of the Curriculum and Instruction Branch is to support schools and districts so that students achieve academic standards before graduation from high school and make a smooth transition to college or a career. The work of the branch extends from prekindergarten to adult education. Units within the branch support statewide educational reform efforts in standards, accountability, and grade-span initiatives; promote equitable and effective educational programs; support the efforts of educators, families, and members of the community to work together; develop guidelines and handbooks for local educational agencies (LEAs) that support standards-based curricula; and provide technical assistance to help LEAs understand and implement reforms, statutes, regulations, and guidelines.

The branch is organized in the following divisions: School Improvement Division; Curriculum Frameworks and Instructional Resources Division; Child Development Division; Special Education Division; Secondary, Postsecondary, and Adult Leadership Division; Learning Support and Partnerships Division; and Professional Development and Curriculum Support Division.

FINANCE, TECHNOLOGY, AND ADMINISTRATION BRANCH

Deputy Superintendent
Susie Lange

(916) 319-0815
FAX (916) 319-0106

The Finance, Technology, and Administration Branch is composed of the following four divisions: Technology Services, Fiscal and Administrative Services, Personnel Services, and School Fiscal Services. The branch is responsible for all budget, accounting, and contract support for the CDE; fiscal policy and monitoring related to the entire state education budget; personnel services to CDE staff and building maintenance and management; apportionment of state and federal resources to LEAs and child nutrition and child development providers; assistance to LEAs for all business aspects of public schools; oversight of all state-administered LEAs under Assembly Bill 1200; and provision of information technology systems and services to CDE.

SCHOOL AND DISTRICT OPERATIONS BRANCH

Deputy Superintendent
William Ellerbee, Jr.

(916) 319-0797
FAX: (916) 319-0105

The School and District Operations Branch consists of four divisions: State Special Schools and Services Division, School Facilities Planning Division, Charter School Division, and Nutrition Services Division. The State Special Schools and Services Division operates the California Schools for the Deaf and Blind (preschool through grade twelve) and the Diagnostic Centers, which provide assessment services to special education students for all local educational agencies in California. The School

Facilities Planning Division assists school districts to create well-planned, K–12 learning environments in safe, clean, and up-to-date school facilities. The Charter School Division is dedicated to ensuring the development of a premier, innovative charter school system that promotes excellence in education. The Nutrition Services Division provides nutritional leadership and support to enhance the health, development, and educational potential of California’s children, adults, and families.

COMMUNICATIONS OFFICE

Director of Communications
Rick Miller

(916) 319-0818
FAX (916) 319-0111

The Communications Office oversees all public relations and media activities for the State Superintendent of Public Instruction (SSPI) and CDE in various public and private venues. The office maintains wide contact networks with state and national media as well as public information staff in stakeholder organizations, county offices of education, and school districts. The Director of the Communications Office reflects the SSPI’s views in communication with the media and the public and develops media campaigns on selected educational issues. The Communications Office also produces and distributes news releases, new advisories, certificates, salutations, and commendations.

GOVERNMENT AFFAIRS OFFICE

Director
Andrea Ball

(916) 319-0821
FAX (916) 319-0116

The Government Affairs Office is responsible for the administration of all departmental activities relating to state and federal legislation and the interests of the public in regard to that legislation. This office (1) develops legislation to promote departmental goals; (2) determines the position of CDE on state legislation pertaining to public education, represents CDE on such matters, and maintains state legislative liaison; (3) represents CDE in regard to federal legislation and maintains congressional liaison; (4) facilitates communication between the State Superintendent and stakeholder groups; and (5) initiates and maintains contact with public interest groups concerning CDE’s goals and programs.

LEGAL AND AUDITS BRANCH AND OFFICE OF EQUAL OPPORTUNITY

General Counsel
Marsha A. Bedwell

(916) 319-0860
FAX (916) 319-0155

The Legal and Audits Branch is responsible for advising and representing CDE and the SSPI on legal matters and advises and represents the State Board of Education when there is no conflict of interest between CDE and the State Board of Education. The General Counsel coordinates CDE’s external audit response program, including audits by the federal government; reviews departmentwide complaints; coordinates CDE’s internal audits program, including audits to determine the economy and efficiency of

program operations; and oversees the external audits and investigations program. The General Counsel also coordinates the investigations conducted by the Office of Equal Opportunity. In addition to general advice to CDE, the branch provides advice on legislation and legal matters regarding other governmental agencies and the state special schools.

State Board of Education

The State Board of Education was established first by statute in 1852, then by amendment to the California Constitution in 1884. Both the Constitution and statutes set forth the State Board's duties. The State Superintendent of Public Instruction is the secretary and executive officer of the State Board of Education.

The constitutional duties of the State Board are (1) the appointment of one deputy and three associate superintendents upon nomination of the State Superintendent of Public Instruction; and (2) the adoption of textbooks for use in grades one through eight.

The State Board, by statute, is the governing and policy-determining body of the California Department of Education (CDE). Statute also assigns the State Board a variety of other responsibilities, including:

- *Regulations.* The State Board adopts rules and regulations for its own government, the government of its appointees, and the government of the state's public schools.
- *Curriculum frameworks and instructional resources.* The State Board adopts curriculum frameworks in core subject-matter areas, including reading/language arts, foreign language, history–social science, health, mathematics, physical education, science, and the visual and performing arts. The frameworks inform and guide the local development and implementation of specific curricula for kindergarten through high school. The State Board also adopts instructional resources in core subject-matter areas for kindergarten through grade eight. The state provides local educational agencies special funding each year for the purchase of adopted instructional resources.
- *Study and planning.* The State Board is authorized to study education conditions and needs of the state and make plans for the improvement of the administration and efficiency of the public schools. The State Board, when authorized by statute, approves certain program plans for CDE.
- *Waivers.* The State Board considers requests from local educational agencies to waive statutory and regulatory requirements.
- *Standards.* The State Board approves statewide, rigorous academic standards for content and student performance in the core curriculum areas of language arts (including reading and spelling), mathematics, history–social science, science, and visual and performing arts.
- *Assessment.* The State Board adopts tests for the Standardized Testing and Reporting (STAR) program and the *California High School Exit Examination*. The State Board also approves the state's physical performance test, which is administered to students in grades five, seven, and nine.

- *School district reorganization.* The State Board reviews and acts on petitions to unify and reorganize school districts, determining whether the petitions meet statutorily established criteria for approval and, if approved, setting the area in which the local election on each petition will be held.
- *Charter schools.* The State Board assigns numbers to petitions to establish charter schools under the Charter Schools Act of 1992. Subject to certain conditions and limitations, charter petitions may be submitted for approval directly by the State Board. The State Board and State Superintendent have joint approval authority over petitions to establish charter districts.
- *Funding allocations.* The State Board allocates certain state and federal funding sources.
- *Class size reduction.* The State Board has specific authority to approve certain classroom configurations within the Class Size Reduction Program.

Ten of the State Board's 11 members are appointed by the Governor to four-year, staggered terms, subject to confirmation by two-thirds vote of the Senate within one year of appointment. The 11th member, also appointed by the Governor and subject to confirmation by two-thirds vote of the Senate, is a student in a California public high school who serves a one-year term. The student member enjoys full voting rights and all other rights and privileges of membership. The current members are listed on the following page.

For more information, contact the State Board of Education Office at (916) 319-0827.

California State Board of Education Public Roster as of January 24, 2005*

Name	Address/phone	Took office	Term expires
Ruth Bloom	Contact: California State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	January 2004	January 15, 2007
Donald G. Fisher	Chairman, Gap, Inc. 2 Folsom Street, 15th Floor San Francisco, CA 94105 Contact: Pisces Foundation, Inc. (415) 433-7475	March 15, 2001	January 15, 2005
Ruth Elizabeth Green 2005 President	Contact: California State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	January 2004	January 15, 2008
Glee Johnson 2005 Vice President	Contact: California State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	January 2004	January 15, 2008
Joe Nuñez	Executive Director, Region 2 Manager California Teachers Association Contact: California State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	October 26, 2001	January 15, 2006
Bonnie Reiss	Contact: California State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	January 2004	January 15, 2006
Johnathan Xavier Williams	Contact: California State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	January 2004	January 15, 2007
Ricky Gill <i>2004-2005 Student Member</i>	Contact: California State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	August 1, 2004	July 31, 2005

*Three seats are vacant as of this date.

California State Board of Education
1430 N Street, Room 5111, Sacramento, CA 95814
Phone: (916) 319-0827; FAX: (916) 319-0175
Catherine Barkett, *Executive Director*

Revised 1/24/05

County Offices of Education

There are 58 county offices of education that provide services to the state's school districts. The county offices have elected governing boards and are administered by elected or appointed county superintendents.

The county superintendent is responsible for examining and approving school district budgets and expenditures. With the passage of Assembly Bill 1200 (1991), the county superintendent has additional powers to enforce sound budgeting to ensure the fiscal integrity of the district. The superintendent is also responsible for calling school district elections and assisting with school district emergencies by providing necessary services.

County offices of education support school districts by performing the tasks that can be done more efficiently and economically at the county level. The county offices provide or help formulate new curriculum, staff development and training programs, and new instructional procedures; design business and personnel systems; and perform many other services to meet changing needs and requirements. When economic or technical conditions make county or regional services most appropriate for students, county offices provide a wide range of services, such as special and vocational education, programs for youths at risk of failure, and instruction to youths in juvenile detention facilities.

Local Control

Although the California public schools system is a statewide system under the policy direction of the Legislature, more local responsibility is legally granted to school districts and county education officials than to other government entities and officials.

Statutes relating to school districts, county boards of education, and county superintendents of schools operate differently than any other California statutes. Because the plenary power to make state policy and law rests with the Legislature, the general rule of law is that an agency of government is permitted to do only that which is authorized by statute; it cannot do or undertake any program or activity simply because it is not prohibited. In 1972, however, the voters amended the California Constitution. As a result, the general rule has been altered only for school districts. Thus, laws relating to local schools occupy a unique constitutional position.

Under this "permissive education code," as long as statutes do not prohibit the program or activity and it is consistent with the purposes for which school districts are established, it can be undertaken. In other words, it is constitutionally unnecessary to enact any statutes that merely allow or permit school districts, at their discretion, to do something.

Education Statistics

(California Basic Educational Data System-CBEDS)

The California Basic Educational Data System, otherwise known as CBEDS, is a system for collecting and sharing demographic data about students, schools, school districts, and classified and professional education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."

The data are collected on three different forms. Each district and county office of education completes a form providing information about classified staff, estimated teacher hires, grading requirements, and adult education. Each public school completes a form providing information about classified staff; graduates; dropouts; alternative education; and school enrollment by grade level, gender, and ethnic designation. Finally, for each certificated staff member, data are collected about age; ethnic designation; gender; highest education level; years of service; type of teaching credential; and assignments, enrollment, and grade level of each course taught.

A number of alternatives are available to school districts for submitting the required data. Paper submission has always been an option. Some of the larger districts submit data in computer files. For school and certificated staff data submission, data entry assistant programs are available on CD-ROM. At the school level, data entry assistant software can be downloaded from the Internet.

CBEDS was originally designed to produce state and federal reports required by California's *Education Code* and by federal statutes. CBEDS is also used to compute funding for many of the state programs, including School Improvement, Instructional Materials, Vocational Education, Tobacco-Use Prevention, Safe and Drug-Free Schools, Healthy Start Support Services grants, the California Technology Assistance Project, and the district Special Education 10 percent enrollment funding limit.

CBEDS data are available to schools, districts, parents, government groups, control agencies, California Department of Education staff, the media, and the general public. The public may view data in a variety of formats at the CBEDS Web site at <http://www.cde.ca.gov/ds/sd/cb/>:

- DataQuest lets users create their own reports of demographic data for public schools, districts, counties, or the state.
- Demographic reports are viewable and show trends in demographic data for California public schools, kindergarten through grade twelve (K–12).
- Demographic data files are compressed data files in database format (DBF) that can be downloaded for California public schools, K–12.

For more information, contact Educational Demographics at (916) 327-0219.

Enrollment in California Public Schools, 2000-01 Through 2003-04

Grade level	Number of schools, 2003-04*	Enrollment			Percent increase or decrease in enrollment	
		2003-04	2002-03	2001-02	Between 2002-03 and 2003-04	Between 2001-02 and 2003-04
K	5,561	456,968	456,940	457,165	0.0	0.0
1	5,595	481,049	486,186	488,311	-1.1	-1.5
2	5,620	482,633	489,124	491,610	-1.3	-1.8
3	5,632	489,652	493,128	488,633	-0.7	0.2
4	5,628	493,425	491,510	485,301	0.4	1.7
5	5,614	492,472	488,150	491,274	0.9	0.2
6	4,052	490,284	495,238	493,218	-1.0	-0.6
7	2,502	500,412	500,138	472,363	0.1	5.9
8	2,562	500,368	473,553	461,133	5.7	8.5
Ungraded elementary	1,089	34,584	39,772	45,950	-13.0	-24.7
Subtotal elementary	7,594	4,421,847	4,413,739	4,374,958	0.2	1.1
9	1,990	528,561	522,108	499,505	1.2	5.8
10	2,101	490,214	471,648	459,588	3.9	6.7
11	2,088	440,540	428,117	420,295	2.9	4.8
12	2,023	395,194	385,181	365,907	2.6	8.0
Ungraded secondary	316	22,418	23,610	27,122	-5.0	-17.3
Subtotal secondary	2,295	1,876,927	1,830,664	1,772,417	2.5	5.9
State totals	9,223	6,298,774	6,244,403	6,147,375	0.9	2.5

Source: CBEDS data collection, Educational Demographics, October 2003

*Number of schools that reported enrollment in each grade

Enrollment and Number of California Public Schools, by Grade Span, 2003-04

Elementary schools			Kindergarten–grade 12 schools			High schools		
Grade	Number	Enrollment	Grade	Number	Enrollment	Grade	Number	Enrollment
Kdgn.	14	2,822	K–8	9	2,312	6–12	12	9,461
K–1	16	4,586	K–12	52	43,929	7–12	51	35,776
K–2	52	20,898	Other*	37	9,386	8–12	14	26,102
K–3	106	41,786	Total	98	55,627	9–9	23	4,040
K–4	87	46,576	Community day schools			9–10	21	7,559
K–5	2,388	1,465,876	2–6	9	126	9–11	20	17,552
K–6	2,019	1,226,362	4–6	6	52	9–12	880	1,588,049
K–7	32	12,706	5–5	6	9	10–12	12	5,974
K–8	587	241,839	5–8	6	42	11–12	6	367
1–5	15	7,870	6–8	21	236	Other*	20	6,033
1–6	18	6,395	7–8	29	299	Total	1,059	1,700,913
1–8	7	598	7–10	11	162	Continuation high schools		
2–6	6	3,315	7–11	8	170	7–12	16	3,236
3–5	33	16,099	7–12	34	3,453	8–12	13	2,200
3–6	12	5,815	8–8	13	48	9–10	7	268
4–5	13	5,659	8–11	8	65	9–11	13	401
4–6	24	12,700	8–12	20	1,078	9–12	272	39,656
4–8	19	7,816	9–10	10	84	10–12	143	16,253
5–6	7	2,712	9–11	9	85	11–12	33	1,768
Other*	48	14,190	9–12	35	1,592	Other*	24	4,712
Total	5,503	3,146,620	10–12	6	121	Total	521	68,494
Middle schools			Other*	87	2,296	All other school types**		
4–8	20	9,892	Total	318	9,918	Kdgn.	6	229
5	7	567	Alternative schools			K–6	7	806
5–8	47	40,102	K–8	20	4,130	K–12	76	31,068
6–8	792	815,355	K–12	57	20,503	1–12	9	2,202
7–8	316	289,961	1–12	14	2,797	2–12	6	7,337
Other*	28	16,031	2–12	8	2,461	6–12	22	7,283
Total	1,210	1,171,908	7–12	23	7,153	7–12	43	5,680
Junior high schools			9–12	61	17,602	8–12	12	1,661
7–8	9	4,926	10–12	7	1,336	9–12	21	2,773
7–9	11	10,406	Other*	50	4,538	Other*	47	6,776
Other*	5	3,627	Total	240	60,520	Total	249	65,815
Total	25	18,959	State totals			All schools	9,223	6,298,774

Source: CBEDS data collection, Educational Demographics, October 2003

Note: Grade span is the range of grades for which a school has reported enrollment. It may not represent all grades that a school supports. For instance, a small school may serve grades K–6, but if no kindergartners enrolled in 2003-04, the grade span would be 1–6.

*Represents schools with various grade spans that are less common (five or fewer schools with those particular grade spans).

**Includes juvenile hall/court, county community, opportunity, California Youth Authority, special education, and state special schools.

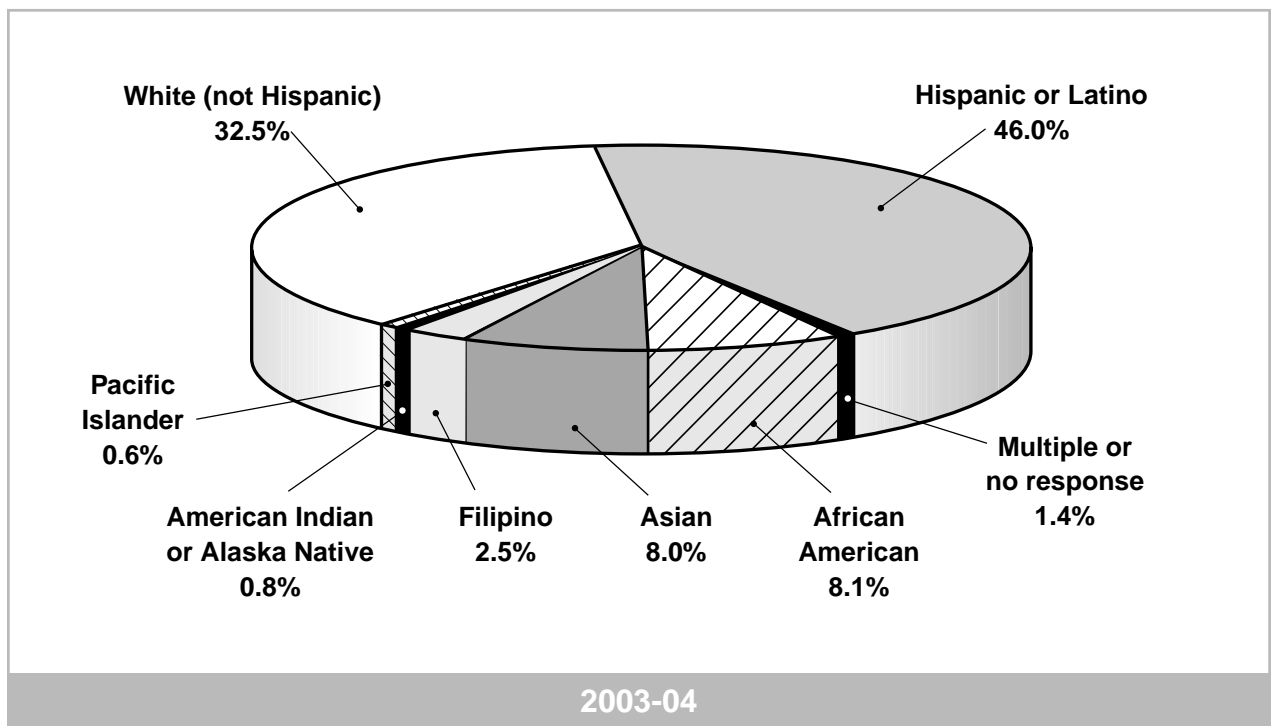
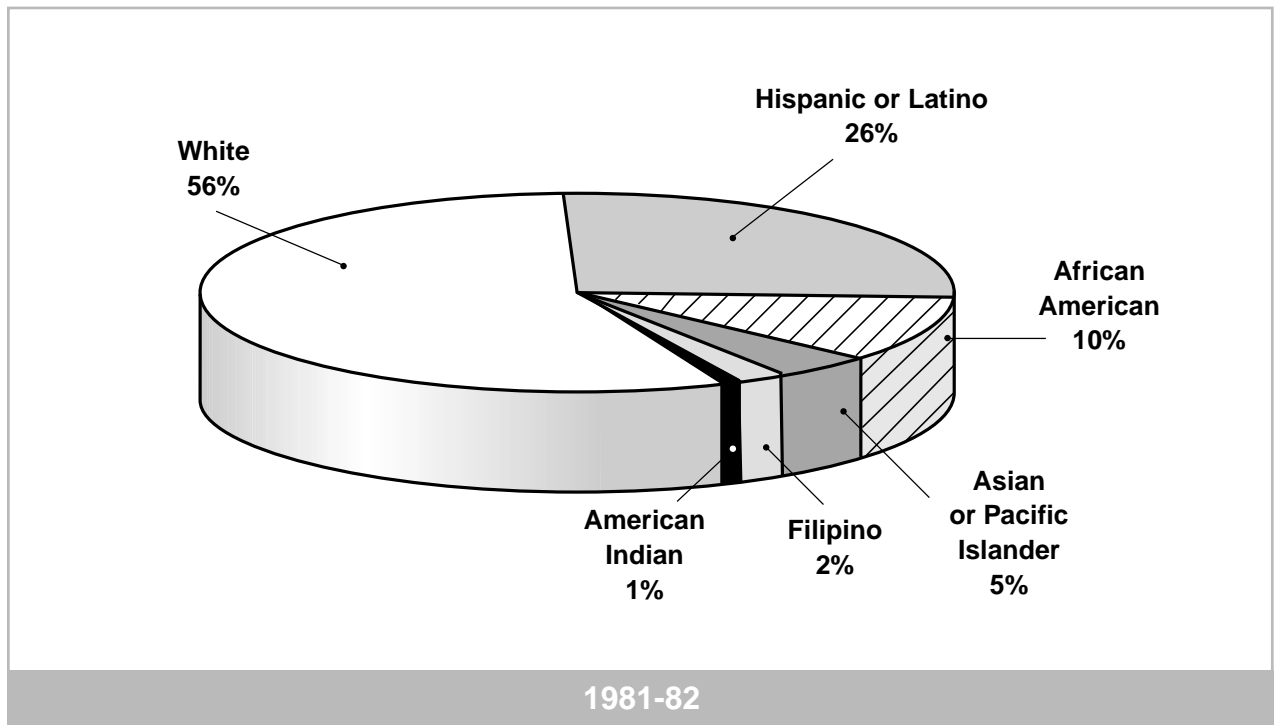
California's Largest and Smallest Public School Districts, 2003-04
(Includes County Offices of Education)

Rank	County	District	Enrollment	Statewide cumulative enrollment	Cumulative enrollment percent
1	Los Angeles	Los Angeles Unified	747,009	747,009	11.86%
2	San Diego	San Diego Unified	137,960	884,969	14.05%
3	Los Angeles	Long Beach Unified	97,560	982,529	15.60%
4	Fresno	Fresno Unified	81,408	1,063,937	16.89%
5	Orange	Santa Ana Unified	62,874	1,126,811	17.89%
6	San Bernardino	San Bernardino City Unified	57,818	1,184,629	18.81%
7	San Francisco	San Francisco Unified	57,805	1,242,434	19.72%
8	Sacramento	Elk Grove Unified	55,613	1,298,047	20.61%
9	Sacramento	Sacramento City Unified	52,103	1,350,150	21.44%
10	Sacramento	San Juan Unified	50,906	1,401,056	22.24%
11	Alameda	Oakland Unified	50,437	1,451,493	23.04%
12	Orange	Garden Grove Unified	50,172	1,501,665	23.84%
13	Orange	Capistrano Unified	49,746	1,551,411	24.63%
14	Riverside	Corona-Norco Unified	43,998	1,595,409	25.33%
15	Riverside	Riverside Unified	42,012	1,637,421	26.00%
16	San Bernardino	Fontana Unified	41,343	1,678,764	26.65%
17	San Joaquin	Stockton City Unified	39,483	1,718,247	27.28%
18	San Diego	Sweetwater Union High	39,228	1,757,475	27.90%
19	Contra Costa	Mt. Diablo Unified	36,821	1,794,296	28.49%
20	Los Angeles	Montebello Unified	35,952	1,830,248	29.06%
21	Los Angeles	Pomona Unified	35,412	1,865,660	29.62%
22	Orange	Saddleback Valley Unified	35,349	1,901,009	30.18%
23	Riverside	Moreno Valley Unified	34,792	1,935,801	30.73%
24	Fresno	Clovis Unified	34,663	1,970,464	31.28%
25	Contra Costa	West Contra Costa Unified	33,672	2,004,136	31.82%
1035				6,298,359	99.99%
1036	San Benito	Willow Grove Union Elementary	27	6,298,386	99.99%
1037	Monterey	Pacific Unified	25	6,298,411	99.99%
1038	Kern	Belridge Elementary	25	6,298,436	99.99%
1039	San Benito	Bitterwater-Tully Union Elementary	25	6,298,461	100.00%
1040	Tuolumne	Chinese Camp Elementary	24	6,298,485	100.00%
1041	Trinity	Cox Bar Elementary	24	6,298,509	100.00%
1042	Shasta	Whitmore Union Elementary	22	6,298,531	100.00%
1043	Siskiyou	Little Shasta Elementary	22	6,298,553	100.00%
1044	Kern	Blake Elementary	19	6,298,572	100.00%
1045	San Benito	Jefferson Elementary	18	6,298,590	100.00%
1046	Marin	Union Joint Elementary	18	6,298,608	100.00%
1047	Trinity	Coffee Creek Elementary	17	6,298,625	100.00%
1048	Marin	Lincoln Elementary	16	6,298,641	100.00%
1049	Lassen	Ravendale-Termo Elementary	16	6,298,657	100.00%
1050	Sierra	Sierra County Office of Education	16	6,298,673	100.00%
1051	Humboldt	Green Point Elementary	15	6,298,688	100.00%
1052	Humboldt	Maple Creek Elementary	15	6,298,703	100.00%
1053	Plumas	Plumas County Office of Education	15	6,298,718	100.00%
1054	San Benito	Panoche Elementary	13	6,298,731	100.00%
1055	Siskiyou	Bogus Elementary	11	6,298,742	100.00%
1056	Siskiyou	Forks of Salmon Elementary	11	6,298,753	100.00%
1057	El Dorado	Silver Fork Elementary	10	6,298,763	100.00%
1058	Sonoma	Kashia Elementary	9	6,298,772	100.00%
1059	Alpine	Alpine Co. Office of Education	2	6,298,774	100.00%

The statewide total enrollment is 6,298,774.

Source: CBEDS data collection, Educational Demographics, October 2003

California Schools' Changing Ethnic Makeup



Source: CBEDS data collection, Educational Demographics, October 2003

Teacher Credentials and Experience, 1998-99 Through 2003-04

Credentials													
Year	Number of teachers	Full credential	%	National Board Certification	%	University intern	%	District intern	%	Emergency	%	Waiver	%
1998-99	283,975	248,535	87.5	129	0.0	2,523	0.9	2,327	0.8	34,194	12.0	3,695	1.3
1999-00	292,012	251,431	86.1	346	0.1	3,710	1.3	2,495	0.9	37,266	12.8	4,220	1.4
2000-01	301,361	258,934	85.9	786	0.3	4,205	1.4	2,179	0.7	34,670	11.5	3,348	1.1
2001-02	306,940	265,201	86.4	1,308	0.4	4,867	1.6	2,384	0.8	32,523	10.6	3,020	1.0
2002-03	309,773	272,464	88.0	1,960	0.6	6,128	2.0	2,587	0.8	26,061	8.4	2,272	0.7
2003-04	305,855	277,716	90.8	2,644	0.9	7,816	2.6	2,452	0.8	15,028	4.9	1,237	0.4

Note: Teacher credential data may not have been submitted, or a teacher may hold one or more types of credentials. As a result, percentages shown on this report will not add up to 100%.

Experience				
Year	Average years teaching	Average years in district	Number of first-year teachers	Number of second-year teachers
1998-99	12.9	10.4	24,849	23,636
1999-00	12.7	10.3	23,256	22,627
2000-01	12.6	10.3	24,824	21,005
2001-02	12.7	10.3	21,586	21,202
2002-03	12.7	10.4	17,816	20,139
2003-04	12.7	10.4	18,039	16,513

Number and Percent of Teachers in Selected Age Groups, 2003-04

Age group	Number of teachers	Percent of teachers
Over 55	49,301	16.1
46 to 55	87,935	28.8
Under 46	167,895	54.9
Not reported	724	0.2
Total	305,855	100.0

Source: CBEDS data collection, Educational Demographics, October 2003

**Full-Time Equivalent Pupil Services Staff in California Public Schools
1987-88 Through 2003-04**

Type of staff	2003-04		1992-93		1987-88	
	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students
Counselors	6,442	1:978	4,999	1:1,039	5,025	1:893
Psychologists	3,707	1:1,699	2,631	1:1,975	2,237	1:2,006
Librarians	1,274	1:4,945	760	1:6,837	1,004	1:4,471
Social workers	183	1:34,388	120	1:43,298	94	1:47,749
Nurses	2,443	1:2,578	2,004	1:2,593	1,871	1:2,399
Speech/language/ hearing specialists	4,197	1:1,501	1,425	1:3,646	1,043	1:4,303
Resource specialists	545	1:11,567	696	1:7,465	931	1:4,821
Other pupil services staff	2,771	1:2,273	1,786	1:2,909	1,663	1:2,699
State totals	21,562		14,421		13,868	

*Full-time equivalent staff calculation represents the sum of the full-time positions as a decimal equivalent.

**Number of Computers Used for Instruction-Related Purposes
and Number of Classrooms with Internet Access
in California Public Schools, 2003-04**

Type of school	Number of schools	Enrollment	Number of computers	Number of students per computer	Number of classrooms w/ Internet
Elementary schools	5,503	3,146,620	571,111	5.5	148,557
Middle and junior high schools	1,235	1,190,867	217,344	5.5	50,638
High schools	1,059	1,700,913	404,356	4.2	78,342
Continuation and alternative schools	761	65,232	23,476	2.8	4,515
Other schools	665	195,142	46,593	4.2	12,710
State totals	9,223	6,298,774	1,262,880	5.0	294,762

Source: CBEDS data collection, Educational Demographics, October 2003

Compulsory Education and Minimum School-Admission Age

State law requires all minors ages six years and older to attend school, except for sixteen- and seventeen-year-olds who have graduated from high school or have passed the *California High School Proficiency Examination* and obtained parental permission to leave school.

Children younger than sixteen years of age must attend school full time. Schools are generally required to provide a minimum of 180 instructional days. Further, the law specifies a minimum number of minutes of attendance by grade level. Several full-time and part-time alternatives to regular high school are available to sixteen- and seventeen-year-olds, including “continuation” classes, regional occupational programs, and adult education courses.

Kindergarten

Kindergarten attendance is not required by law, but parents have the right to enroll their eligible children in public school kindergarten if they wish. Schools must admit children who have attained legal age. Admission must occur at the beginning of the school year or whenever the students move into the school district. The overwhelming majority of kindergartners must be five years old on or before December 2 of that school year.

For additional information on kindergarten enrollment, go to the CDE Web site at <http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp>.

First Grade

For a child to enter public school first grade in September, his or her sixth birthday must fall on or before December 2 of the same year—with few exceptions. The parents of children who had reached the age of five and were individually admitted to kindergarten mid-session have the right to place those children in first grade immediately upon the completion of one year of kindergarten. Additionally, children who are at least five years old and are enrolled in public school kindergarten may be placed in the first grade at any time if they meet certain criteria showing that they are very advanced for their age.

Children transferring from one school district to another may, at the discretion of the administrators of the receiving school district, be admitted to the same grade in the receiving school district as the grade they attended in the sending school.

For more information, contact Kim Clement, School Fiscal Services Division, at (916) 327-0857.

Immunization and Health Checkup

California law requires each child to have up-to-date immunizations. Children are exempt from immunization requirements when (1) their parents sign a statement at the school indicating that such immunization is contrary to their beliefs; or (2) the parents submit a statement from a physician indicating that immunization is not considered safe for the child. An exemption may be temporary or permanent and may be for specific or all vaccines.

State law also requires each child's family to provide, within 90 days of entrance into the first grade, a certificate documenting that the child has received a health checkup within the prior 18 months. Parents may waive the health checkup requirement because they do not want or are unable to obtain a health screening for their child. If the waiver indicates that the parents were unable to obtain such services, then the reasons must be included in the waiver. Law requires school districts to exclude any first grader up to five days if the child has neither a health examination certificate nor a parental waiver 90 days after entering the first grade.

Some children may be eligible for a state-paid examination. Referrals to doctors and clinics are provided on request by the Child Health and Disability Prevention (CHDP) Program coordinator of the local health department. Children through age 18 may receive a free checkup funded by CHDP if their families meet specific income guidelines. Most county health departments have a CHDP coordinator who can advise parents regarding eligibility.

All children under eighteen years of age entering a California public or private elementary or secondary school for the first time, or transferring between schools, must present a written immunization record, including at least the month and year of receipt of each dose of required vaccines (or an exemption to the immunization requirements). Otherwise, the child will not be allowed to attend school.

To meet California's school entry requirements, children entering kindergarten will need a total of five DTP (diphtheria, tetanus, and pertussis) immunizations; four polio immunizations; two MMR (measles, mumps, rubella) immunizations; three hepatitis B immunizations; and one varicella (chicken pox) immunization. Students entering seventh grade must show proof of three hepatitis B shots and a second measles (or MMR) shot. Students can be admitted if they have had at least the first in the three-shot hepatitis B series on condition that the remaining shots are completed when due.

Contact local county health departments for more specific information on requirements relating to the number of vaccine doses and the ages at which vaccines are to be given. In some cases, in addition to the month and year of the immunization, the day is also required. Some counties now require that students entering school at specific grade levels show the results of tuberculosis skin tests.

For more information, call your school district, county office of education, or county health department or go to the California Department of Health Services' Immunization Branch Web site at <http://www.dhs.ca.gov/ps/dcdc/izgroup>.

Public Access

The subjects explained here include some of the most frequently asked questions concerning public access and other *Education Code* sections.

Public Records Act—*Government Code* **Section 6250 et seq.**

Public records include any writing containing information related to the conduct of the public business that is prepared, owned, used, or retained by any state or local agency, regardless of the physical form or characteristics of the public business. Public records are open to inspection at all times during the office hours of the state or local agency. Every person has a right to inspect any public record and obtain a copy for a fee unless, pursuant to specific statutory standards, it may be kept confidential. Agency regulations may be adopted stating the procedures to be followed when making records available.

Open Meetings (Brown Act)—*Government Code* **Section 54950 et seq.** and *Education Code* **Sections 35145 and 35145.5**

Generally, public agencies are required by law to conduct their business in an open forum. However, the Legislature recognizes the need for these agencies to meet, on occasion, in private forum. For example, certain matters concerning personal privacy of public employees or litigation strategy are more appropriately discussed in a closed, rather than open, session.

Agencies are required to provide agendas at least 72 hours prior to each regular meeting; the agenda must contain a brief description of each item to be considered. Local bodies are required to take steps to ensure public participation in the meetings. Minutes shall be taken and are public records. Boards shall adopt regulations governing the procedures to be followed to (1) ensure that members of the public may place items on the agenda for consideration; and (2) permit the public to address the board regarding items on the agenda as they are deliberated. These regulations shall not preclude the board addressing matters not on the agenda that a member of the public wishes to bring before the board, provided that no action may be taken on such matters at the same meeting at which the testimony is taken.

Civic Center Act—*Education Code* **Section 38130 et seq.**

Every public school facility is considered a civic center where citizens, school-community councils, and clubs as well as senior, recreation, education, political, artistic, and other organizations may meet. The school district may grant the use of the school facilities and grounds upon certain terms and conditions deemed proper by the governing board, subject to specified limitations, requirements, and restrictions set forth within the law.

Pupil Records—*Education Code* Section 49060 et seq.

Except for certain directory information, such as a student's name, address, telephone number, and certain other information disclosable by the school district, pupil records are not disclosable without parental consent, except to certain specified governmental entities and school employees. Parents have an absolute right of access to their children's records and may formally challenge the contents. School districts and private schools are required to transfer a pupil's records to each other when the student changes schools. School districts must notify parents of their rights under the pupil records law (*Education Code* Section 49063).

Grades—*Education Code* Sections 49066 and 49070(b)

The grade given to each pupil by the teacher of the course, in the absence of clerical or mechanical error, bad faith, incompetency, or fraud, shall be final. Neither the local governing board nor superintendent shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Promotion and Retention—*Education Code* Sections 48070 and 48070.5

School districts shall adopt policies regarding promotion and retention of students pursuant to the standards in *Education Code* Section 48070.5, including an opportunity for the student's parent to consult with the school principal and the responsible teacher(s) before a decision to promote or retain is made and to appeal the decision. There shall be notification when a student is identified as being at risk of retention.

Immigration Status of Students— Proposition 187 of 1994 and Welfare Reform Act of 1996

The issue of illegal immigration in California has resulted in a variety of laws and legal challenges.* Critics have suggested that school-age children residing illegally in California should be denied a free public education. Regardless of individual opinion, current law requires:

- Free public K–12 education for all school-age children in California, regardless of alienage
- Compulsory school attendance of each person in California between the ages of six and eighteen, regardless of alienage

Although age and residency must be established, there is no requirement that citizenship be established. As discussed below, even inquiring about citizenship as a condition of enrollment is currently prohibited.

Plyler v Doe

On September 27, 1981, the California State Board of Education filed an amicus curiae brief with the United States Supreme Court in the case of *Plyler v Doe*, 457 US 202 (1982). In arguing against Texas statutes that denied public school enrollment and withheld state funds from local school districts for children “illegally admitted” to the United States, the State Board of Education stated:

As educators concerned with the provision of quality education for all children and for the improvement of society through an educated population, the California State Board of Education believes strongly that there is no rational educational or fiscal purpose in excluding children of illegal aliens from receiving the educational opportunities available to all other children. (Amicus Curiae Brief at p. 27)

Consistent with the State Board’s position, the U.S. Supreme Court held the Texas statute unconstitutional because it violated the equal protection clause of the 14th Amendment to the United States Constitution, which protects “any person,” not just “any citizen.” Because the *Plyler* decision applies to every state and is still valid, the same test of constitutionality applies to any state law that conditions California school attendance on citizenship.

*In 1994 California voters enacted Proposition 187, which placed severe restrictions on benefits provided to illegal immigrants. This proposition was challenged in court. The court later determined that many of the proposition’s provisions were unconstitutional and unenforceable.

Welfare Reform Act of 1996

Provision of public services to immigrants is addressed in the federal Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Certain public health and welfare benefits are denied to aliens who are not “qualified” under the terms of the Act. This prohibition does not extend to basic public education. Section 433(a)(2) of Title IV (*U.S. Code*, Title 8, Section 1643[a][2]) specifically states, “Nothing in this title may be construed as addressing alien eligibility for a *basic public education* [emphasis added] as determined by the Supreme Court of the United States under *Plyler v Doe*, 457 US 202 (1982).”

Until and unless the United States Supreme Court reverses its holding in *Plyler*, all districts must offer a free public education, without regard to alienage, to all school-age children whose parent or guardian is currently living within a district’s geographical boundaries.

High School Graduation and College Admission Requirements

Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements, which are the state minimums, are as follows: three years of English; two years of mathematics (including Algebra I); three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics); two years of science (including biology and physical science); two years of physical education; and one year of foreign language or visual and performing arts. Students successfully completing Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 years of preparation are state minimums, local school boards often set local graduation requirements that exceed these state-mandated requirements. Effective in the 2005-06 school year, students will also be required to pass the *California High School Exit Examination* to receive a California high school diploma. (Please refer to the Testing section for information on this requirement and two methods of earning a high school diploma or its equivalent: the *California High School Proficiency Examination* and the *General Educational Development* test.)

College Admission Requirements

Students planning to apply to a four-year California public university are required to complete course work that exceeds the state-mandated requirements for high school graduation.

High school students applying to a campus of The California State University (CSU) system or the University of California (UC) for fall 2003 or later must complete four years of college preparatory English; three years of mathematics, including algebra, geometry, and intermediate algebra; two years of history–social science; two years of laboratory sciences; two years of the same foreign language; one year of visual and performing arts; and one year of academic electives. The total number of years of preparation for students applying to CSU or UC is 15.

The University of California recommends that students applying for freshman admission complete three additional years of advanced study, one each in mathematics, science, and foreign language. The list of courses at each California high school certified by the UC system as meeting its freshman admission course requirements is located at <http://www.ucop.edu/doorways/list>. For additional information about the specific courses approved for admission by CSU and UC, review the admissions requirements for each

system at <http://www.californiacolleges.edu>. The site also has extensive resources on planning for college.

For more information on the high school graduation and college admission requirements, contact Ron Fox at (916) 323-6134.

State Board of Education Waivers

A waiver is a grant of authority by the State Board of Education (SBE) to a governing board of a district, county office of education (COE), or special education local plan area (SELPA) to provide an **alternative to a legal mandate or prohibition**.

General Waiver (Authority granted to SBE by *Education Code [EC]* sections 33050–33054)

The SBE may waive almost all *EC* and *California Code of Regulations (Title 5)* provisions, with the exceptions listed in *EC* 33050(a)(1 to 20). Exceptions include many of the attendance accounting and revenue limit sections, class size reduction programs (kindergarten through grade three), and all Standardized Testing and Reporting testing provisions. Any new law or regulation may be waived under this provision unless the bill adds that particular statute to the list of exceptions or contains specific language that the new statute “may not be waived by the SBE.” The local process for general waivers requires a properly noticed, local public hearing; participation of the local bargaining unit; and participation by any school site council or other advisory body appropriate to the topic.

Any and all general waivers must be **approved except** when the Board finds *one or more* of the following seven reasons to deny:

- The students’ educational needs are not adequately addressed.
- The waiver affects a program that requires the existence of a school site council, and the school site council did not approve the request.
- The appropriate councils or advisory committees, including bilingual advisory committees, did not have an adequate opportunity to review the request, and the request did not include a written summary of any of these groups’ objections to the request.
- Pupil or school personnel protections are jeopardized.
- Guarantees of parental involvement are jeopardized.
- The request would substantially increase state costs.
- The exclusive representative of employees, if any, was not a participant in the waiver’s development.

If a general waiver is approved for two consecutive years for the same waiver (or for an initial period of two years), the district or COE is given a “permanent” waiver, and it does not need to reapply annually “if information contained on the request remains current” (*EC* 33051[c]). However, the SBE may require updated information or rescind these waivers at any time. General waivers (if properly complete and documented) that the SBE has not acted on within two regular meetings are automatically approved “by

default” for a period of one year, commencing on the first day of the following month (*EC* 33052).

Specific Waivers (Authority found in many other *EC* sections)

This type of waiver is usually limited to a specific type of program. For example, most waivers for students with disabilities, which must show a benefit to a child based on his or her individual education plan, can be granted under the authority of *EC* 56101. Some waivers also have specific limitations as to the length of time that they can be granted.

Federal Waivers (Authority found in federal statute)

Since 2002 the federal No Child Left Behind (NCLB) Act, Title I, has allowed the SBE to grant waivers of portions of that federal statute. The SBE has been designated as the state educational agency for purposes of these waivers. These waiver authorities are found throughout the entire statute, similar to the specific waivers of California statute.

Instructional Materials Fund Petitions (Authority in *EC* 60421[d] and 60200[g])

Petitions for expenditure of restricted instructional materials funds on non-adopted instructional materials are very similar to waivers; however, there is a separate process set in statute for such requests.

For further information or forms, call the CDE Waiver Office at (916) 319-0824 or go to the Web site at <http://www.cde.ca.gov/re/lr/wr/index.asp>.

Testing

Standardized Testing and Reporting Program

In 1997, Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) program that replaced the statutorily established, voluntary Pupil Testing Incentive Program (Assembly Bill 265, Statutes of 1995). Beginning with the 1997-98 school year, the STAR program required that all California public school students in grades two through eleven take a nationally norm-referenced test in English each spring to measure achievement in basic academic skills. The test designated by the State Board of Education (SBE) for the first five years of the program was the *Stanford Achievement Test, Ninth Edition, Form T (Stanford 9)*.

In 2001, Senate Bill 233 reauthorized the STAR program for three additional years (2003–2005). Following the reauthorization of the STAR program, the SBE designated the *California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)* as the nationally norm-referenced tests to replace the *Stanford 9*. In 2004, Senate Bill 1448 extended the program again, through 2010.

The current STAR program has four components: the *California Standards Tests (CSTs)*, developed for California public schools; the *CAT/6 Survey*, published by CTB/McGraw-Hill; the *Spanish Assessment of Basic Education, Second Edition (SABE/2)*, an achievement test in Spanish published by CTB/McGraw-Hill; and the *California Alternate Performance Assessment (CAPA)*, an assessment related to the California academic content standards that is designed to assess the performance of students with significant cognitive disabilities.

All students, including English learners and students in special education programs, must take the *CSTs* and the *CAT/6* in English. The *CSTs* are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The *CSTs* in English–language arts and mathematics for grades two through eleven became part of the STAR program in 1999. Standards tests in history–social science and science for grades nine through eleven were added in 2001. In spring 2003, the history–social science standards test was replaced with a grade eight *CST* in history–social science. Writing tests for grades four and seven, requiring students to write an essay in response to an assigned task, were also added in 2001. A grade five science *CST* was added to the program in spring 2004. Grade eight and ten science *CSTs* are being added to the program in spring 2006.

Beginning with the 2004-05 school year, the *CAT/6* is given only in grades three and seven. Students in these grades are tested in reading, language, spelling, and mathematics.

The SBE approved five performance levels for reporting results of the *CSTs*: advanced, proficient, basic, below basic, and far below basic. Performance levels describe student achievement on the California academic content standards. Individual student and group results for all *CSTs* are reported using scaled scores and performance levels.

The writing component of the English–language arts *CST* for grades four and seven has a maximum of eight possible points. The points a student receives on the writing component are added to the number of multiple-choice questions the student answers correctly to determine the student’s scaled score and performance level for the English–language arts test.

The *California Alternate Performance Assessment (CAPA)* was added to the STAR program during spring 2003. *CAPA* is an individually administered assessment for students with significant cognitive disabilities. It assesses subsets of the California academic content standards for English–language arts and mathematics and is designed to allow all students to participate in the STAR program.

In addition to taking the designated STAR tests in English, Spanish-speaking English learners who have been enrolled in California public schools for less than 12 months are required to take the *SABE/2*. The SBE designated the *SABE/2* for use with students whose primary language is Spanish. This part of the STAR program is optional if the students have been enrolled in California public schools for 12 months or more.

School-, district-, county-, and state-level reports, disaggregated by students’ English–language fluency, gender, economic status, and disability status, must be distributed to district and county officials by California Department of Education (CDE) and posted on the Internet by August 15 of each year. Individual, written reports of student performance for the STAR program must be provided to parents within 20 working days after districts receive the reports. More information about the STAR program is available at <http://www.cde.ca.gov>.

California High School Exit Examination

Education Code Section 60850(a), enacted in 1999, authorized the development of the *California High School Exit Examination (CAHSEE)*. The *CAHSEE* has two parts: English-language arts and mathematics. By law, each part addresses the state academic content standards adopted by the SBE. Beginning with the Class of 2006, all students in California public schools will have to satisfy the *CAHSEE* requirement to receive a high school diploma. The purpose of the *CAHSEE* is to (1) improve student achievement in high school; and (2) help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics.

Student Participation

Districts are required to send notification about the *CAHSEE* to parents or guardians of ninth-grade students at the beginning of the first semester or quarter of the regular school term and each year thereafter. Transfer students are to receive notification at the time they transfer.

The first opportunity students have to take the *CAHSEE* is in the second half of grade ten. Students who do not pass the *CAHSEE* during this initial administration have up to five additional opportunities throughout high school to pass the exam. Only the part(s) not passed must be taken again.

Students who are English learners are required to take the *CAHSEE* in grade ten with all students. Test variations are available to English learners who regularly use them in the classroom. Also, the district may defer the requirement that the student pass the *CAHSEE* for up to 24 calendar months of enrollment in California public schools. The student must complete six months of instruction in reading, writing, and comprehension in English during these 24 months. They are required to take the *CAHSEE* during that period. All students must pass the *CAHSEE* in English to receive their high school diploma.

Students with disabilities must pass, or satisfy the requirement to pass, the *CAHSEE* to receive their high school diploma. These students must be permitted to take the test with any accommodation or modification specified in their individualized education program (IEP) or Section 504 plan for use on the *CAHSEE* or standardized testing or during classroom instruction and assessment.

The local governing board may waive the requirement to pass a part of the *CAHSEE* for a student who took that part of the exam using modifications specified in his or her IEP or Section 504 plan and received the equivalent of a passing score. For the local board to waive the *CAHSEE* requirement, several other requirements must be met. These requirements are detailed in *Education Code* Section 60851(c).

Test Content and Format

The English–language arts portion of the *CAHSEE* addresses state academic content standards through grade ten. The exam consists of multiple-choice questions and a writing task. The reading and decoding portion covers vocabulary, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions. The writing task calls for students to give a written response to literature or to an informational passage or to a writing prompt.

The mathematics portion of the *CAHSEE* addresses state academic content standards through the first part of Algebra I. It includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students also must demonstrate strong computational skills and a foundation in

arithmetic, including working with decimals, fractions, and percentages. The math exam consists of all multiple-choice questions.

Reporting/Using Results

The passing score for the mathematics portion of the exam is approximately 55 percent or a scale score of 350. The passing score for the English-language arts portion of the exam is approximately 60 percent or a scale score of 350.

Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the exam. This includes summer school for seniors who do not pass.

The California Department of Education posts school, district, county, and statewide results each August on its Web site at <http://www.cde.ca.gov/ta/tg/hs>.

California English Language Development Test

Federal law, (No Child Left Behind Act of 2001, NCLB Title III) and state law (*Education Code* sections 313, 60810, and 60812) require a statewide English-language proficiency test that school districts must give to students in kindergarten through grade twelve whose home language is not English. In 1997, Assembly Bill 748 authorized the *California English Language Development Test (CELDT)*. Senate Bill 638 (Alpert, Chapter 678/1999) expanded and refined the legislative requirements for this testing program. The *CELDT* was developed to:

- Identify pupils who are limited-English proficient.
- Determine the level of English-language proficiency of pupils who are limited-English proficient.
- Assess the progress of English-proficient pupils in acquiring the skills of listening, speaking, reading, and writing in English.

School districts are required to administer the *CELDT* to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. Districts also are required to administer the *CELDT* annually to identified English learners (ELs) until they are reclassified to fluent-English proficient (FEP).

In December 2000, the SBE established July 1 through October 31 as the testing window for the annual administration of the *CELDT*.

CELDT data are used to calculate the annual measurable achievement objectives (AMAOs) required by Title III. Each local educational agency (LEA) receiving Title III funds is accountable for meeting the AMAOs established by the SBE beginning with the 2003-04 school year. The California Department of Education provides LEAs with annual Title III Accountability Reports.

The *CELDT* assesses listening, speaking, reading, and writing skills in English, aligned to the English-language development (ELD) standards adopted by SBE.

In May 2001, the SBE approved cut scores for five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. *CELDT* results show the overall English proficiency level attained by students as well as in each skill area. Individual student reports and student data files are sent to the school district. Districts must inform parents of test results within 30 calendar days of receiving student results from the testing contractor.

CDE posts three types of reports (all assessments, annual assessments, and initial identification assessments) at four levels (state, county, district, and school) on the Internet annually. Summary results are reported for all students and for a number of reporting categories that include gender, enrollment in specified programs, and primary languages. These results are posted at <http://celdt.cde.ca.gov/reports.asp>.

Reclassification guidelines established by SBE clarify the *Education Code* criteria in Section 313(d) to be used in reclassifying a pupil from EL to FEP.

Detailed information about the *CELDT* is posted on the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/el/>.

Physical Fitness Testing

Since 1996, *Education Code* Section 60800 has required that each district administer a state-designated physical fitness test to all students in grades five, seven, and nine. During the month of February, March, April, or May, the governing board of each school district maintaining any of grades, five, seven, and nine shall administer to each pupil in those grades the physical fitness test. The test used is the *FITNESSGRAM*®, designated for this purpose by the State Board of Education. The *FITNESSGRAM*®, developed by The Cooper Institute, provides criterion-referenced standards to evaluate fitness. These standards represent a level of fitness that offers some degree of protection against diseases that result from physical inactivity. Achievement of the fitness standards is based upon a test score falling in the Healthy Fitness Zone (HFZ) for each of six tasks that measure a different aspect of fitness. The HFZ represents minimal levels of satisfactory achievement on the tasks. The goal is for students to achieve the HFZ for all six fitness areas of the physical fitness test.

Senate Bill 896, approved in 1998, required the California Department of Education to compile the physical performance test results by December 31 and to submit report results to the Governor and Legislature. Statewide data collection is completed electronically. School districts may submit their data to the CDE through the Internet, by diskette or CD-Rom, or via e-mail. Physical fitness test results are reported by school, school district, county, and the state. The results are posted at <http://www.cde.ca.gov/ta/tg/pf>. These reports are available by gender and race/ethnicity. No individual student data are reported on the CDE Web site.

Schools are required by law to include physical fitness test results in the School Accountability Report Card (SARC) and to provide students with their individual results (California *Education Code*, Section 60800). The most recent physical fitness data are to be reported, including the percent of students scoring in the healthy fitness zone on all six fitness standards. Data are reported for the state and for each county, school district, and school for the purpose of comparison.

The California High School Proficiency Examination

The *California High School Proficiency Examination (CHSPE)* is a program established by California law (*Education Code* Section 48412). *CHSPE* provides an opportunity for eligible persons to prove their proficiency in the basic skills and earn a legal equivalent of a California high school diploma.

The *CHSPE* is given three times each year at approximately 75 sites throughout the state. Registrants must pay an \$85 registration fee. Enrollment in high school at the time the test is given is not a requirement but, at the time the test is taken, persons wishing to take the test must meet one of the following criteria: be at least sixteen years of age, or have completed one year of enrollment in tenth grade, or will complete one year of enrollment in tenth grade at the end of the semester during which the next regular administration will be conducted. There is no upper age limit to take the test.

The SBE awards each person who passes the *CHSPE* a Certificate of Proficiency, which is equivalent by law to a California high school diploma. In other words, institutions that are subject to California law and require a high school diploma for any purpose must also accept the Certificate of Proficiency as satisfying that requirement. However, the Certificate of Proficiency is not equivalent to completing all course work required for graduation from high school.

The Sacramento County Office of Education (SCOE) administers the *CHSPE* program under a contract with CDE. For general information, including registration, call SCOE at (866) 342-4773 or visit <http://www.chspe.net>. For information concerning *CHSPE* law, regulations, or policies, contact the Standards and Assessment Division at (916) 445-9441. Correspondence should be directed to *CHSPE*, California Department of Education, 1430 N Street, Suite 5408, Sacramento, CA 95814. Information is also available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sp>.

General Educational Development

The *General Educational Development (GED)* test is a national test that may be taken by persons who are eighteen years of age or older or who meet specific criteria for testing at age seventeen. The *GED* test is administered statewide throughout the year at approximately 200 testing centers. Topics tested on the *GED* include reading, writing, mathematics, science, and social science—history. The test is offered in either English or Spanish.

Examinees who pass the test receive a High School Equivalency Certificate from the State of California and an official report of test results. The average fee to take the test varies from \$55 to \$130. In 2003, a total of 45,734 individuals took the test, and slightly more than 65 percent passed. A total of 7,519 examinees took the test in Spanish, and 72 percent passed.

For more information about the *GED* test, contact the State GED Office at (916) 445-9438 or toll-free at (800) 331-6316. Information is also available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/gd>. Correspondence may be directed to the State GED Office, California Department of Education, 1430 N Street, Suite 5408, Sacramento, CA 95814.

National Assessment of Educational Progress

Since 1969, the *National Assessment of Educational Progress (NAEP)* has been administered by the U.S. Department of Education to monitor and report on the educational achievement of American students. *NAEP* is conducted periodically in reading, writing, mathematics, science, history, geography, and foreign language. California has always been an active participant in *NAEP*.

In spring 2003, the *NAEP* assessments were administered in reading and mathematics. This was the first administration of *NAEP* under the No Child Left Behind Act, which required state participation in reading and mathematics assessments in grades four and eight. State-level results of the 2003 assessments were released in November 2003. The results for California and the nation can be viewed at the *NAEP* Web site at <http://www.nces.ed.gov/nationsreportcard>.

The next state *NAEP* will be conducted in spring 2005 and will include reading, mathematics, and science assessments at grades four, eight, and twelve.

For more information concerning *NAEP*, contact the Standards and Assessments Division at (916) 445-9441.

Accountability

Public Schools Accountability Act of 1999

The Public Schools Accountability Act (PSAA) of 1999 (SB 1X, Chapter 3 of 1999):

1. Holds schools accountable for improving students' academic performance
2. Establishes an incentive system to provide awards for schools that demonstrate growth as well as interventions and, ultimately, sanctions for some continuously underperforming schools
3. Encourages the active participation of parents, students, educators, and the community in improving student achievement

Schools are ranked according to the Academic Performance Index (API). In addition, schools are expected to show improvement in students' academic achievement by meeting annual API growth targets. A school's API ranking and growth are also considered relative to a statewide API performance target established by the State Board of Education.

Most, but not all, schools are included in the system of API ranking and growth targets. The API and annual growth targets are calculated for elementary, middle, and comprehensive high schools that have 100 or more valid student test scores from the state's Standardized Testing and Reporting (STAR) program. Schools with fewer than 100 valid scores, along with some alternative schools, continuation high schools, and county-administered schools, participate in an alternative accountability system.

In addition, the PSAA provides funding for an awards program recognizing effective schools as well as an interventions program for assisting continuously underperforming schools in their efforts to improve student achievement.

Academic Performance Index

The Academic Performance Index is the cornerstone of California's Public Schools Accountability Act of 1999. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1,000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base-year API is subtracted from its growth API to determine how much the school grew in a year.

API Reporting Cycles

Because the API measures a school's academic growth, it is reported in terms of a base score and the next year's growth score. The base API, reported each February, and its

corresponding growth API, reported the following August, constitute an API reporting cycle. API base reports include API scores, statewide and similar schools rankings, and growth targets. API growth reports include API scores, show whether the school met its growth targets, and include the median 2004 API (growth) of similar schools.

Performance Indicators Included

The 2004 API base reflects a school's performance on the following student assessments that were a part of California's statewide testing administration:

- Standardized Testing and Reporting (STAR) program
 - Norm-referenced tests, all content areas (*California Achievement Tests, Sixth Edition Survey [CAT/6 Survey]*) at grades three and seven
 - California Standards Test (CST)* in English–language arts, including the writing assessment at grades four and seven
 - California Standards Test* in mathematics
 - California Standards Test* in science (grade five and grades nine through eleven)
 - California Standards Test* in history–social science (grades eight, ten, and eleven)
- *California High School Exit Examination (CAHSEE)*, grades ten (in 2005, grades ten and eleven)
- *California Alternate Performance Assessment (CAPA)*

The *CST* in science in grade five and in history–social science in grade eight are new indicators added to the API beginning with the 2004 API base. The law requires that test results make up at least 60 percent of the API. Other indicators will be added to the API as they become available.

API Calculation

Because the tests included in the API will no longer have results at every grade level, a new and simpler way of calculating the API will be used. The change to the new calculations will result in content area weights that may be slightly different for each school. A complete description and example of the 2004 API base calculations are provided on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/index.asp>. Click on Technical Information.

Annual API Ranks and Growth Targets

For the API base report, schools receive a base API score, statewide ranking, similar schools ranking, and growth targets. A school's API score is ranked as one of ten categories (deciles). A ranking in the first decile is the lowest rank, and a ranking in the tenth decile is the highest. The statewide ranking compares a school's API with those of all schools statewide. The similar schools ranking compares a school's API with those of 100 schools with similar demographic characteristics.

The API base report also includes the schoolwide API growth target and subgroup growth targets for the school year. The growth target is the amount of improvement a school is expected to make in its API score in a year. It is calculated as 5 percent of the distance between a school's API base and the statewide performance target of 800. The minimum growth target is one point. A school with an API of 800 or more must maintain its API of at least 800. In addition, a school must meet or exceed growth targets for each numerically significant ethnic and socioeconomically disadvantaged subgroup at the school.

Statewide API Performance Target

The ranking and growth of schools are considered in relation to high academic standards for students. The State Board of Education adopted an interim statewide API performance target of 800, a proficiency level that all schools should aspire to reach.

API Growth

For the API growth report, a school receives a growth API score and is notified of the amount of growth in its API and whether or not it met or exceeded its growth targets. Then the school receives a median 2004 API (growth) of similar schools. The growth is calculated by subtracting the base API from the growth API. The growth for each numerically significant subgroup is calculated by subtracting the subgroup base API from the subgroup growth API. The median 2004 API (growth) of similar schools is the median value 2004 API (growth) of all 100 schools in a school's 2003 group of similar schools.

How the API Is Used

If a school meets participation and API growth criteria, it may be eligible to receive monetary awards. If a school is ranked in the bottom half of the statewide distribution and does not meet or exceed its growth targets, it may be identified for interventions. Funding for awards and interventions is dependent upon appropriations in the annual Budget Act.

2004 AYP Criteria

The No Child Left Behind (NCLB) Act of 2001 is federal legislation that establishes a new definition of "adequate yearly progress" (AYP) for all schools, districts, and the state beginning with the 2003 AYP criteria. All schools and districts are required to meet all 2004 AYP criteria in order to make AYP. Currently, only Title I-funded schools and districts bear the consequences of not making AYP. Schools and districts receiving federal Title I funds face Program Improvement (PI) consequences for not meeting the new AYP requirements under NCLB. (See the NCLB section of this *Fact Book*.)

For 2004, California's new definition of AYP encompasses the following four requirements:

1. Annual measurable objectives (AMOs)—Achievement of the 2004 statewide AMOs on English–language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at the proficient level or above in each content area. The 2004 ELA and mathematics assessments used for the AMOs are the *CSTs* in grades two through eight; the *CAPA* in grades two through eight and ten; and the *CAHSEE* in grade ten. The *CSTs* and *CAPA* are part of the STAR program. The use of the *CAHSEE* as one of the indicators for the AMOs is only for school, district, and state accountability as part of NCLB requirements and does not apply to passing the *CAHSEE* as a condition of graduation for individual students.
2. Participation rate—Achievement of a 95 percent student participation rate on 2004 ELA and mathematics assessments (schoolwide/districtwide and subgroups).
3. API—Growth in the 2003-2004 API score of at least one point or a minimum 2004 growth API of 560 (schoolwide/districtwide).
4. Graduation rate—Demonstrate an increase of at least one-tenth of a percentage point in the graduation rate or an increase of two-tenths of a percentage point in the graduation rate when the average rate of the last available two years is compared with the average rate of the preceding two years, or meet an annual status target that begins at 82.8 percent and increases at a rate similar to the schedule of AMOs in ELA and mathematics.

Schools and districts with less than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools or districts must meet the adjusted percent proficient criteria for under 100 valid test scores.

AMOs must be met at the school and district levels and by each numerically significant subgroup at the school or district in each content area (ELA and mathematics). For 2004, “numerically significant” is defined as 100 students or 50 students who represent at least 15 percent of the students to be tested (i.e., enrollments on the first date of testing). “Subgroups” include the following categories: African American (not of Hispanic origin); American Indian or Alaska Native; Asian; Filipino; Hispanic or Latino; Pacific Islander; White (not of Hispanic origin); Socioeconomically Disadvantaged; English Learner (English learners plus redesignated fluent-English-proficient students who have not scored at the proficient level or above on the *CST* ELA for three years); and Students with Disabilities (student receives special education services and has a valid disability code). Reporting occurs for subgroups with at least 11 valid scores, but schools and districts will be held accountable for subgroups of 100 or 50 students who represent at least 15 percent of the students tested. For schools or districts with less than 100 valid scores (but student enrollments exceed 100), no numerically significant subgroups will be established for percent proficient.

A subgroup may be numerically significant for calculation of the participation rate but not be numerically significant for calculation of percent proficient. The reverse of this may also occur. What is considered numerically significant is determined separately for each

purpose. The determination of a numerically significant subgroup for participation rate is based on the number of students enrolled in a subgroup and the number of students enrolled in the school on the first day of testing. However, the determination of numerically significant for percent proficient calculations is based on the number of nonmobile students tested in a subgroup and the number of nonmobile students tested in school.

For more information, contact Robert Bernstein, Academic Accountability Unit, at (916) 319-0863.

Alternative Accountability System

The State Board of Education in July 2000 approved the framework for an Alternative Accountability System composed of three models to be implemented over a three-year period: (1) Small Schools Model for schools that serve traditional populations but have between 11 and 99 valid test scores; (2) Special Education Schools and Centers Model; and (3) Alternative Schools Accountability Model (ASAM) for alternative schools serving a majority of high-risk students, including continuation schools, opportunity schools, community day schools, and county court and community schools.

With the enactment of Assembly Bill 1295 (Chapter 887, Statutes of 2001), the Small Schools Model became part of the main statewide accountability system. In January 2001, schools in this model began receiving API reports with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 valid test scores. The 2002-03 API growth report includes these schools in the main API system.

Schools in the Special Education Schools and Centers Model have been held accountable through the individualized education program (IEP) and quality assurance process. The *CAPA* has now been developed and was administered for the first time in 2003. Students in special education schools and centers take either the *CAT/6* and *CSTs* or *CAPA*.

The ASAM is a multiple-indicator system that includes nonacademic indicators of performance selected from a list provided by the State Board and results of the STAR assessments. ASAM schools selected two performance indicators in September 2001 and reported data on those indicators in July 2002 and July 2003. In July 2004 they will also report a third indicator selected from an expanded list that includes pre- and post-assessments of writing, reading, and mathematics. Results of the first-year ASAM data collection for 1,096 schools have been posted for review. Second-year results will provide a baseline for establishing performance levels for the indicators.

For more information contact Robert Bakke, Educational Options Office, at (916) 445-7746, or Rose Loyola at (916) 323-2564.

State Assistance Programs

Immediate Intervention/Underperforming Schools Program

The Public Schools Accountability Act of 1999 established the Immediate Intervention/Underperforming Schools Program (II/USP) to improve the academic achievement in California's low-performing schools. The statute (*Education Code* Section 52053 et seq.) called for the annual selection of 430 schools in the lower half of all schools on the API that failed to meet API growth targets in the preceding year. Participating schools received \$50,000 planning grants during their first year to develop a school action plan aimed at removing barriers that affected student achievement. Upon approval of their plans by the State Board of Education, each school received a grant of \$200 per pupil for two consecutive years to implement the activities prescribed in the plans.

Schools that met their API growth targets during their implementation years exited II/USP. Schools that failed to make any progress during the two years were subject to state sanctions in their third year. II/USP schools that made some progress short of achieving all their targets received a third year of funding. At the end of the third year, those schools (1) exited the program if all targets were reached; (2) continued under annual monitoring if some progress short of the target was achieved; or (3) became subject to state sanctions if no progress was made. No additional funds were provided to schools after the third year of participation in II/USP.

Three cohorts of 430 schools each were funded beginning with II/USP Cohort 1 in 1999. A number of these schools also participated in the Comprehensive School Reform (CSR) program and/or the High Priority Schools Grant Program (HPSGP). Participation in CSR did not result in an increase of funds nor a change in the accountability process. Participation in HPSGP resulted in an increase of funding by \$200 per enrolled student.

As of January 2005, there are 360 II/USP Cohort 1 schools that did not simultaneously participate in HPSGP. Forty-five of these schools are currently state monitored, 17 are "under watch" and are being reevaluated on an annual basis, nine have closed, and 289 have successfully exited the program. Of the 69 II/USP Cohort 1 schools that also received HPSGP funding, three are currently being state monitored, four are "under watch," two have closed, and 60 have successfully exited II/USP.

As of January 2005, there are 305 II/USP Cohort 2 schools that did not simultaneously participate in HPSGP. Sixty-two of these schools are currently state monitored, 59 are "under watch," eight have closed, and 176 have successfully exited the program. Of the 125 Cohort 2 schools that also received HPSGP funding, 13 are being state monitored, 27 are "under watch," four are closed, and 81 have successfully exited II/USP.

As of January 2005, there are 333 II/USP Cohort 3 schools that did not simultaneously participate in HPSGP. Five of these schools are currently state monitored, 219 are "under watch," eight have closed, and 101 have successfully exited the program. All of the 96 II/USP Cohort 3 schools that have also received HPSGP funds have been

granted funding for a third year of implementation and will be subject to accountability under those provisions.

No funds were provided for a fourth II/USP cohort.

Comprehensive School Reform

The federal Comprehensive School Reform Demonstration (CSRD) program was initiated in 1998 to improve the academic performance of low-performing schools by providing grants to implement research-based school site reform activities. In addition to school grants of \$200 per pupil, districts with participating schools also receive an additional ten percent of the total grant to support administrative, evaluation, and support activities. Because the goals of CSRD and II/USP were quite similar, CSRD (renamed Comprehensive School Reform in 2002) was incorporated into California's Public Schools Accountability Act of 1999. As a result, II/USP Cohort 1 included 80 CSRD schools.

CSR schools are funded for three years based on an application that meets federal requirements. When more applications are submitted than funds can support, the highest scoring applications are selected. CSR schools are subject to the same accountability provisions as are other II/USP schools except that since CSR provides three years of implementation funding, no additional funds are provided to CSR schools that make some progress.

CSR Cohorts 1 and 2 were selected from II/USP participants and subject to the accountability provisions of that program. The results for those schools are included in the descriptions for II/USP schools not participating in HPSGP. Accountability decisions for CSR Cohort 3 schools will be determined following their third implementation year and the release of the 2005 API.

In May 2004 a fourth CSR cohort consisting of 84 schools was selected from among 123 applicant schools; a fifth CSR cohort of 56 schools was selected in January 2005 from among 73 applicants.

High Priority Schools Grant Program

While selection for II/USP and CSR was limited to schools that did not meet annual API growth targets, the High Priority Schools Grant Program was established to provide assistance to the very lowest performing schools (state rank 1), regardless of their relative progress. The purpose of the program is to improve pupil performance in seven legislatively identified areas by offering additional resources of up to \$400 per student. All schools in state rank 1 on the 2000 API were invited to participate in this program. As of March 1, 2004, 569 schools had received funding.

Key features of the HPSGP include the use of technical assistance from school district personnel, county offices of education, universities, a CDE-approved external evaluator, or any other person or entity that has proven successful expertise specific to the challenges inherent in low-performing schools. The technical assistance provider works

with the school-site council, parents, and the collective bargaining representative to develop an HPSGP school action plan. Schools are also encouraged to use the Single Plan for Student Achievement format currently used by schools submitting a Consolidated Application to develop their new plans or modify their existing action plans. (See <http://www.cde.ca.gov/ta/lp/hp/resources.asp>.)

An additional key feature of the program is the requirement that each participating school district is required to submit an annual report to the State Superintendent of Public Instruction (SSPI) that describes how its schools are progressing in meeting the goals developed in their school action plans. This report and additional data collected by CDE will identify key elements that, over time, may influence school and student achievement. Initial implementation of an online data collection system for the HPSGP and II/USP Cohort 3 began in late 2003.

HPSGP schools are eligible for funding for three years and have 24 months to initially meet their API growth targets. Failure to meet growth targets after 24 months requires a local public hearing. HPSGP schools that fail to make significant progress after 36 months will be subject to interventions by the State Board of Education and the SSPI. Schools that make significant growth after 36 months but do not meet their growth targets may continue in the program. Funding will continue for one additional year. Schools continue in HPSGP until their API growth targets are met and they exit the program or until they fail to make significant growth and become subject to interventions.

For more information, contact Cliff Rudnick, School Improvement Division, at (916) 324-3399.

School Recognition Programs

California School Recognition Program

The California School Recognition Program, also known as the Distinguished Schools Program, highlights and reinforces the educational priorities of the State Superintendent of Public Instruction and the State Board of Education and is coordinated with the NCLB program. The recognition program rewards schools that are in the upper half of the statewide distribution of API scores, met AYP requirements, and are implementing those priorities. The program also identifies exemplary and inspirational public schools to serve as models of achievement for other schools. The recognition program enhances the image of public education by focusing on successful schools selected on the basis of quality indicators. The indicators, or criteria, reflect a consensus of the education community on the elements of an exemplary school. Individual schools also use the evaluation criteria for self-assessment. Elementary and secondary schools are recognized in alternate years. The 2004-05 program focuses on middle and high schools. The California program is also coordinated with the National Blue Ribbon Schools Program.

For more information on the California School Recognition Program, contact Mary Gomes, Awards Unit, Policy and Evaluation Division, (916) 319-0866.

National Blue Ribbon Schools Program

Schools that are Distinguished Schools are considered for nomination to the NCLB Blue Ribbon Schools Program. The K–12 Blue Ribbon Schools Program, established in 1982, allows for nomination of 12 California schools that have at least 40 percent enrollment of disadvantaged students and have dramatically improved student performance in accordance with state assessments. An optional category of nomination exists for up to 23 schools that are in the top 10 percent in the state. Additional state and federal criteria exist. A maximum of 35 schools may be nominated each year. Award-winning schools are honored at a presidential ceremony in Washington, D.C., in the fall.

For information on the NCLB Blue Ribbon Schools Program, contact Kimberly Edwards, Awards Unit, Policy and Evaluation Division, at (916) 319-0866.

Individual Award/Recognition Programs

California Teachers of the Year

Each year five teachers are selected to represent “the best practices in the practice” of the classroom. These teachers are honored at a State Board of Education ceremony and a special recognition dinner. One of the five teachers is chosen to represent California in the National Teacher of the Year Program. County offices of education submit names of nominees for the award.

Primary sponsors of the program are the Associated General Contractors; California Laborers Union; Apple Computer, Inc.; California Teachers of the Year Foundation; California Lottery; California Teachers Association; California Masonic Foundation; GTECH; Harcourt Educational Measurement; National Semiconductor; NCS Pearson; Scholastic, Inc.; Sacramento Kings; SmarterKids Foundation (SMART Technologies, Inc.; NEC Solutions America, Visual Systems Division; Immersive Education, Ltd.; eInstruction Corp.; and AlphaSmart, Inc.); California Association of Sheet Metal and Air Conditioning Contractors, National Association—State and Northern San Joaquin Valley Chapter; and Toshiba Electronic Components, Inc.

For information on the California Teachers of the Year Program, contact Kimberly Edwards, Awards Unit, Policy and Evaluation Division, at (916) 319-0866.

Milken Family Foundation National Educator Awards

Through a nonprofit program consisting of surprise monetary awards and an educational network, the Milken Family Foundation honors “up-and-coming” educators who demonstrate unusual instructional leadership. Each year two to four teachers and, occasionally, a principal are selected by the Milken Family Foundation. State

departments of education assist in various aspects of the program in accordance with foundation guidelines.

For information on the Milken National Educator Network, contact Kimberly Edwards, Awards Unit, Policy and Evaluation Division, at (916) 319-0866.

Presidential Awards

Each year the President of the United States names 200 teachers to receive the Presidential Award for Excellence in Mathematics and Science Teaching, the nation's highest honor for mathematics and science teachers in kindergarten through grade twelve.

For information on the Presidential Awards, contact Debby Lott, Awards Unit, Policy and Evaluation Division, at (916) 319-0866.

National Board for Professional Teaching Standards Certification Incentive Award

A \$20,000 incentive award is available to teachers who have earned National Board certification and agree to teach in high priority schools for four consecutive years. For additional information, contact Kay Garcia, Mathematics and Science Leadership Unit, Professional Development and Curriculum Support Division, at (916) 323-5832.

No Child Left Behind Act

Background

On January 8, 2002, the No Child Left Behind (NCLB) Act of 2001 was passed by Congress. This federal law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. NCLB also has made the federal role in education more prominent than ever. It changed the federal government's role in kindergarten-through-grade-twelve education by requiring schools to demonstrate their success in terms of the academic achievement of every student. With Title I as the cornerstone, and students of greatest need the focus, NCLB contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have proven to be effective.

NCLB includes the following requirements:

- With academic content standards in place, states must test every student's progress toward those standards by using assessments that are aligned with the standards. The law expands the current requirement that all schools administer tests in each of three grade spans: grades three through five, grades six through nine, and grades ten through twelve. Beginning in the 2005-06 school year, tests must be administered every year in grades three through eight and once in grades ten through twelve in mathematics and reading. Beginning in the 2007-08 school year, science achievement must also be tested.
- Each state, district, and school is expected to make Adequate Yearly Progress (AYP) toward meeting state standards (see the section Adequate Yearly Progress below for more information). Test results are sorted to measure the progress of all students, including students who are economically disadvantaged, are from racial or ethnic groups, have disabilities, or have limited English proficiency.
- School and district performance is publicly reported in district and state report cards. Individual school results are also included on the district report cards.
- If a Title I school or district fails to make AYP for two or more consecutive years, it is identified for Program Improvement (see the Program Improvement section for further information).

Adequate Yearly Progress

All schools (including charter, alternative, and small schools), districts, and numerically significant subgroups are required to make AYP each year. California's new definition of AYP has four components. In order for any school or district to make AYP, the school or district must have:

1. A sufficient proportion of its students performing at or above the proficient level on the statewide assessments (English-language arts and mathematics) overall and for each significant subgroup
2. At least a 95 percent student participation rate in the statewide assessments overall and for each significant subgroup
3. A growth Academic Performance Index (API) minimum score or at least one point of growth
4. A minimum graduation rate or a rate that increases one-tenth of one percent each year, or a rate that increases two-tenths of one percent over two years (for high schools and for districts with high school students)

For more information on AYP and API, see the Accountability section of this *Fact Book*.

Program Improvement

A Title I school that does not make AYP for two consecutive years is identified for Program Improvement (PI). Each newly identified PI school must offer parents a school choice (i.e., parents of students in PI schools have the option of sending their students to schools in the district that are not in PI) and meet other specific NCLB requirements.

NCLB also specifies that if a district does not make AYP for two consecutive years, it must be identified as a PI district. The 2002-03 school year served as the base year for districts to make AYP. This means that districts failing to make AYP again in 2003-04 were identified as PI districts in 2004-05.

For More Information

For additional information about California's NCLB activities, see the Web site at <http://www.cde.ca.gov/nclb/>. The U.S. Department of Education also has a Web site on NCLB: <http://www.nclb.gov>.

Questions about NCLB requirements for AYP should be addressed to CDE's Evaluation Unit at (916) 319-0875 or epic@cde.ca.gov. Questions about AYP reports or the API should be addressed to CDE's Academic Accountability Unit at (916) 319-0863 or epic@cde.ca.gov.

Program Improvement questions should be addressed to the Title I Policy and Partnerships Office at (916) 319-0854 or pi@cde.ca.gov.

Title I

As the largest federal program supporting elementary and secondary education, Title I of the NCLB Act is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state academic standards and assessments. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. The following

information describes some of these programs. Other Title I programs are included in the Family Involvement and English Learners sections.

For additional information, contact the Title I Policy and Partnership Office at (916) 319-0377.

Education of Migratory Children

The Migrant, Indian, and International Education Office plans, implements, and evaluates programs and projects that support the education of migrant students and their families. The purpose is to ensure that migratory students have the opportunity to meet the same challenging state content and performance standards that all children are expected to meet. The program is supported by federal and state laws. Programs include the following:

- Bilingual Education: Implements an international program between Mexico and the United States
- Mini-Corps: Provides tutoring to migratory students
- Portable Assisted Study Sequence (PASS): Provides academic course work for high school students to make up credit deficiencies
- Migrant State Parent Advisory Council: Provides support for Migrant Education

For more information, contact the Migrant, Indian, and International Education Office at (916) 319-0851.

Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At-Risk

This program provides educational and transitional services to neglected, delinquent, and at-risk children and youths who reside in 24 facilities and institutions. The delinquent population is connected to the juvenile justice system and resides in juvenile and adult correctional institutions. The neglected population is made up of children and youths who have been placed in group homes and shelters due to abandonment, neglect, or death of their parents or guardians. Funds are provided to state and local educational agencies to ensure that neglected and delinquent children and youths meet the same state standards that are required of all students in the state. Additionally, transitional programs provide them with the knowledge and skills to become economically self-sufficient and lead productive lives.

Homeless Education

The federal McKinney-Vento Homeless Assistance Act (Subtitle B – Education for Homeless Children and Youth), reauthorized in January 2002, protects the educational rights of children and youths experiencing homelessness. The Act applies to all local

educational agencies (LEA) and includes a supplemental, competitive grant program of additional funding for LEAs.

The intent of the law is to make certain that homeless students have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other students. Homeless students have the right to enroll in and attend school, participate fully in the school program, and have the opportunity to meet the same challenging academic achievement standards to which all students are held. The law requires every LEA to designate an appropriate staff member as a liaison for students in homeless situations. These liaisons are required to ensure that the rights of homeless children and youths are protected.

For additional information, contact the Title I Policy and Partnerships Office at (916) 319-0854.

Educational Partnerships

Family Involvement

California has been an unparalleled leader in advocating partnerships between families, teachers, and schools to help children succeed academically and develop as socially, physically, and emotionally healthy individuals. In 1989 the State Board of Education (SBE) adopted, and revised in 1994, a policy on family involvement that encourages school boards to establish comprehensive, long-term efforts to involve families in their children's education.

The State Legislature passed the first parental involvement law in the nation in 1990 (*Education Code*, Chapter 16, "Programs to Encourage Parental Involvement"). This law requires all school districts to adopt a parental involvement policy approved by their local school boards. In addition, the law requires districts with designated categorical programs to have a parental involvement program.

The California Strategic Plan for Parent Involvement in Education (1992) recommends ways in which all levels of the educational system may comply with state and federal mandates for parental involvement. In addition, the SBE policy recommends that districts and schools initiate partnerships that support six effective roles for families and educators:

- Provide learning opportunities for educators to meet their basic obligation to work effectively with families and for families to meet their basic parenting obligations.
- Ensure systematic, two-way communication (school to home and home to school) about the school, school programs, and students' progress.
- Provide learning opportunities for educators and families to work together so that both can fulfill a wide range of support and resource roles for students and the school.
- Provide educators and families with strategies and techniques for connecting children and learning activities at home and in the community with learning at school.
- Prepare educators and families to participate actively in school decision making and to exercise their leadership and advocacy skills.
- Provide educators and families with the skills to access community and support services that strengthen school programs, family practices, and student learning and development.

The Family-School Partnership Act of 1994, expanded by Assembly Bill 47 (1997), permits parents, grandparents, and guardians to take up to 40 hours of leave time from work to participate in their child's licensed day care through twelfth-grade educational activities.

Major state and federal education reform efforts emphasize the importance of family and community involvement to increase student achievement and strengthen public schools. The No Child Left Behind Act (NCLB) of 2001 requires the adoption of district and site-level family involvement policies to support students in attaining high academic standards and family-school compacts that express the shared responsibilities of schools and parents as partners in students' success. As required by state law, the California Department of Education (CDE) identified model compacts that were approved by the SBE. Samples of *Family-School Compacts*, are available at the CDE Web site at <http://www.cde.ca.gov/ls/pf/pf> and are intended to assist school districts and schools in developing and using the compacts to encourage a closer working partnership between home and school.

NCLB also requires a variety of parent notifications that cover topics such as the professional qualifications of the child's teacher, services provided by and qualifications of paraprofessional staff, notification when the child has been taught for four or more weeks by a teacher who is not highly qualified, the level of achievement of the child in required state academic assessments, English learner program requirements, the parental involvement policy, and program improvement status and related options, such as choice and supplemental services.

Furthermore, a series of "parents' rights" were defined by Assembly Bill 1665 (Torlakson, 1998). Information is available on the Web site at <http://www.cde.ca.gov/ls/pf/pf>.

A brochure, *Parent Involvement in Title I Schools*, is available from the Title I Policy and Partnerships Office at (916) 319-0854 and on the CDE Web site <http://www.cde.ca.gov/sp/sw/t1/titlelpf.asp>.

CDE has created a Family Area Network (FAN) to assist educators, families, and community-based organizations, in addition to other governmental agencies, in implementing laws and regulations on family involvement; to identify best practices for involving families in the education of their children; and to identify and develop partnership strategies. An e-mail listserv, *FANmail*, is maintained to disseminate information through e-mail to interested parties who sign up at the Web site at <http://www.cde.ca.gov/ls/pf/pf>.

In addition, the William F. Goodling Even Start Family Literacy Program provides low-income families with integrated literacy services for parents and their young children (birth through age seven). Even Start is primarily a state-administered discretionary grant program in which states hold competitions to fund integrated family literacy services.

For more information, contact the Title I Policy and Partnerships Office at (916) 319-0854. For more information on Even Start, contact the Policy and Program Coordination Office at (916) 319-0621.

American Indian Education Centers

In 1974, California set an example for the nation in its goal to honor historical obligations to educate American Indian people by establishing the American Indian Education Center Program. Created through legislation (Senate Bill 2264: California *Education Code* Article 6, sections 33380–83), its intent is to provide educational services that promote Indian student academic success by providing community-based programs to address the unique academic and cultural needs of American Indian students in California public schools. American Indian Education Center staff assists schools with professional development, counseling, tutorial services, and parent education. Staff members also provide supplemental and extended-day instructional programs to meet the needs of American Indian students.

For more information, contact Judy Martinez, Migrant, Indian, and International Education Office at (916) 319-0506.

Coordinated School Health

Only when students are healthy can schools fully meet their goals. If school-age children are not in good health, they are less attentive, unable to keep up with their demanding schedules, and more likely to miss school due to illness—all factors hindering academic achievement. Therefore, schools need to address health-related concerns and provide students with the knowledge to prevent health-related problems.

Coordinated school health addresses eight different aspects of health and education: health education; physical education; health services; nutrition services; counseling, psychological, and social services; healthy school environment; health promotion for staff; and parent and community involvement. The coordinated school health model promotes collaboration—school staff, families, youths, and communities working together to address these components.

A coordinated approach to school health is a powerful way to reinforce healthy behaviors and empower students with the knowledge, skills, and judgment to help them make smart choices in life. However, schools cannot single-handedly address youths' health-related needs. Creating a school/community environment that truly allows youths to reach their greatest potential can be accomplished only by strong partnerships among youths, families, schools, local government, faith-based organizations, businesses, local health agencies, and others. Districts that successfully implement the coordinated school health model designate a staff person to be the school health coordinator to provide leadership and institute a school health council with a broad base of school, community, and parent involvement. Recommendations on achieving this goal may be found in *Building Infrastructure for Coordinated School Health—California's Blueprint*, a report published by the California Department of Education. The *Blueprint* is available online at <http://www.cde.ca.gov/ls/he/cs/documents/blueprintfinal.pdf>.

For more information on coordinated school health, contact the School Health Connections/Healthy Start Office at (916) 319-0914.

Healthy Start

The Healthy Start Support Services for Children Act (Healthy Start Initiative) provides comprehensive, school-community integrated services and activities to improve the lives of children, youths, and families. Collaborative planning and operational grants are awarded to local educational agencies and their collaborative partners for locally coordinated, school-linked services. The services include health and dental care, mental health counseling, family support and parenting education, academic support, health education, safety and violence prevention, youth development, employment preparation, and others.

Collaborative planning grants of \$50,000 are awarded over a two-year period, and operational grants provide \$400,000 for up to a five-year period. The grant awards depend upon annual appropriations under the Budget Act. Since 1991-92, 643 operational grants have been awarded to 1,377 schools with over 1,036,000 students, and 815 collaborative planning grants have been awarded to 1,703 schools with more than 1.2 million students.

The results of statewide evaluations for the past several years show increases in test scores, improvements in children's classroom behavior, and greater parent involvement in Healthy Start schools. Findings from a 1999 evaluation of Healthy Start showed that test scores for schools in the lowest quartile improved substantially. Reading scores for the lowest performing elementary schools increased by 25 percent, and math scores increased by 50 percent. Individual students in the lowest quartile showed similar improvement. A major goal of Healthy Start is to build capacity at the school site to sustain these supports and services with other resources when the grant has ended.

For more information, contact the School Health Connections/Healthy Start Office at (916) 319-0914 or go to the Healthy Start Web site at <http://www.cde.ca.gov/ls/pf/hs/>.

The California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) is a comprehensive youth self-report data collection system that provides essential health risk assessment and resilience information to schools, districts, and communities. This survey is required for districts receiving Title IV Safe and Drug-free Schools and Communities and Tobacco-Use Prevention Education funding. The CHKS is easily customized, confidential, voluntary, and anonymous. Targeted at grades five through twelve, it enables schools and communities to collect and analyze valuable data regarding local youth health risks, assets, and behaviors. The survey is designed to be part of a comprehensive data-driven decision-making process to help build more effective health, prevention, and youth development programs.

At the heart of the CHKS is a research-based core module that provides valid indicators of drug use, violence, crime, and physical and mental health. The core, together with the Resilience and Youth Development Module, is used to collect all the student data needed for compliance with the No Child Left Behind Act and allows comparison with state and national data. In addition, there are five supplementary modules to choose from at the secondary school level that ask detailed questions on specific topics. Individual modules assess tobacco use; drug use and violence; diet, physical activity, and general health; and sexual behavior and HIV/AIDS risks. There is also a custom module incorporating additional questions targeting topics of local interest.

Beginning with the 2004-05 school year, schools will also administer the Staff School Climate Survey. Its purpose is to obtain staff perceptions of student behavior and attitudes, school programs and policies, and the overall school climate. The survey deals with such issues as truancy, safety, harassment, substance use, school connectedness, and learning supports.

For more information, contact the Safe and Healthy Kids Program Office at (916) 319-0920, e-mail Robin Rutherford at rrutherford@cde.ca.gov, or visit the WestEd Web site at <http://www.wested.org>.

Positive Youth Development

Positive youth development helps youths build strong relationships with others, learn new skills and knowledge, and participate in and give back to their families and communities. It has gained support as a result of research on youth development that links individual resiliency and developmental assets with health promotion and disease prevention.

Youth development includes a focus on positive aspects of young people. According to Karen Pittman, one of the field's acknowledged leaders, five competencies are essential for adults to be successful: health literacy and physical competence, interpersonal/social competence, cognitive/creative competence, vocational competence, and citizenship.

There needs to be a schoolwide and community-wide approach to fostering healthy, productive young people, which includes:

- An emphasis on cooperation, prosocial development, and positive relationships among children and youths
- A focus on developing a positive and cooperative school climate
- Program planning and development that involve children and youths in taking a positive and active role in their schools and communities, such as participation in school and community service programs
- Peer leadership and peer helping programs

- Training for school staff in positive youth development concepts and approaches

Research studies related to youth development have begun to identify a clear set of school-related factors that can protect children and adolescents from involvement in risky behaviors. Resilience research identifies *caring relationships*, *messages of high expectations*, and *opportunities for participation and contribution* as factors supporting positive youth development. Research is showing that “school connectedness” is the primary school-related factor that consistently protects students from engaging in unhealthy behaviors. School connectedness is defined by whether youths find teachers to be fair and caring and feel a sense of belonging at school. Research by the Search Institute has found that critical developmental assets for youths include a caring school climate, clear rules and consequences in the school, high expectations from teachers, and bonding to school. When students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviors.

The research studies described above are more fully summarized in *Getting Results* publications that can be found on the Getting Results Web site at <http://www.gettingresults.org/>.

For more information, contact the Safe and Healthy Kids Program Office at (916) 319-0920, or e-mail Greg Wolfe at gwolfe@cde.ca.gov, or visit the Department’s web site at <http://www.cde.ca.gov/ls/yd/>.

After School Education and Safety Program

The After School Education and Safety (ASES) Program is the result of the passage of Proposition 49 in 2002. This proposition amends California *Education Code* Section 8482 to expand and rename the existing Before and After School Learning and Safe Neighborhood Partnerships Program. ASES funds the establishment of local after-school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe constructive alternatives for students in kindergarten through ninth grade. The increased funding is designed to maintain existing before- and after-school program funding and provide eligibility to all elementary and middle schools that submit quality applications.

ASES encourages schools and school districts to provide safe and educationally enriching alternatives for children and youths during nonschool hours. The program creates incentives for establishing locally driven before- and after-school education and enrichment programs. In addition to continuing the provision of existing programs, ASES adds several new components. Local law enforcement must be included as part of the local collaborative; computer training, fine arts and physical fitness may be included as enrichment activities; and programs may be located off school sites. As a

result of Proposition 49, it is anticipated that funding for these programs will increase in the next few years.

When state general fund spending for the year (other than spending guaranteed for education under Proposition 98) is \$1.5 billion higher than the highest spending level for any previous year since 2000, every elementary and every middle school will be eligible to apply for funding

For more information, contact the After School Partnerships Office at (916) 319-0923, e-mail at AfterSchool@cde.ca.gov, or visit the Web site at <http://www.cde.ca.gov/ls/ba/>.

Cal-SAFE

The California School-Age Families Education (Cal-SAFE) program began in 2000 to provide a comprehensive, community-linked school program for pregnant and parenting students and their children in 140 districts. Program goals for enrolled students include an increased number of students graduating from high school and making the transition into postsecondary education or the world of work, decreased dependency on welfare, improved parenting skills, and fewer incidents of repeat births to teen mothers. Female and male students age eighteen or younger who have not graduated from high school may voluntarily enroll in the Cal-SAFE program if they are expectant parents, custodial parents, or parents taking an active role in the care and supervision of their child. Students with an active special education individualized education program (IEP) are eligible regardless of age or grade level, as long as they have not yet graduated. Children of enrolled student parents are eligible for child care and development services until five years of age or until the child is enrolled in kindergarten, whichever occurs first.

For more information, contact the School Health Connections/Healthy Start Office at (916) 319-0914. The Cal-SAFE Web site is <http://www.cde.ca.gov/ls/cg/pp>.

CalServe

The California Department of Education's CalServe Initiative, established in 1990, funds partnerships of local educational agencies and community-based organizations to support kindergarten through grade twelve service-learning. Service-learning is an instructional strategy that actively involves youths in academic programs through community service. Students and participants learn through participation in thoughtfully organized service that meets community needs, fosters civic responsibility, enhances the students' academic achievement, and provides structured time for students to reflect on the service experience. CalServe is funded by the Corporation for National and Community Service, Learn and Serve America.

For more information, contact the Counseling, Student Support, and Service-Learning Office at (916) 323-2183. The CalServe Web site is <http://www.cde.ca.gov/ci/cr/sl>.

State School Attendance Review Board

The California Legislature created the State School Attendance Review Board (State SARB) to coordinate statewide policy and personnel training on the operation of county and local School Attendance Review Boards (SARBs). SARBs provide intensive guidance and community services to meet the special needs of students with school attendance or school behavior problems. The State SARB is appointed annually by the State Superintendent of Public Instruction and makes annual recommendations regarding strategies to reduce the number of dropouts in the state's public education system. The State SARB is a partnership that includes representatives from school districts, parent groups, county probation departments, county welfare departments, county superintendents of schools, law enforcement agencies, community-based service centers, school guidance personnel, the health care profession, and state associations interested in youths with school attendance or behavioral problems. State SARB meetings are open to the public, and the representative of the California Department of Education is the chairperson.

More information about SARBs is available at <http://www.cde.ca.gov/ls/ai/sb/>. The SARB handbook is available at <http://www.cde.ca.gov/ls/ai/sb/documents/sarb02.pdf>.

For more information, contact David Kopperud in the Counseling, Student Support, and Service-Learning Office at (916) 327-5930 or dkopperu@cde.ca.gov.

Counseling and Student Support

School Counseling Programs

School counseling programs are comprehensive in scope, preventive in design, and developmental in nature. The purpose is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring that all students, pre-kindergarten to adult, achieve success in school. The goal of a school counseling program is to increase student learning and achievement by advancing student academic development, career development, and personal and social development.

A counseling program is an integral component of the educational system and is vital in preparing and assisting students to be successful, lifelong learners. School counselors and other members of the student support team (school psychologists, school social workers, child welfare and attendance supervisors, and school nurses) assist students in making decisions, managing emotions, coping with crises, overcoming barriers to learning, and seeking access to the core curriculum. School counselors and members of the support team help students set short-term and long-term goals, improve attendance, reduce and resolve conflicts, and prevent youth suicide. This support team works to create a positive learning environment; teaches self-management skills; acts as advocates for youths; and provides relevant academic, career, and personal/social counseling to enable them to make informed decisions toward their future goals.

School counselors are trained educators possessing a valid credential with a specialization in pupil personnel services (*Education Code* Section 49600). As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a comprehensive counseling program.

The following list of resources is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ls/cg/re>. These resources provide valuable direction to school districts and county offices of education in developing program standards and accountability systems in school counseling programs.

- The *Support Personnel Accountability Report Card* (SPARC), developed by the Los Angeles County Office of Education and the CDE, is a continuous improvement tool that is modeled after the School Accountability Report Card, the SARC. It assists schools in promoting their counseling and student support program, improving their program's accountability, and implementing the *National Model for School Counseling Programs*.
- The *National Model for School Counseling Programs*, developed by the American School Counselor Associations, connects school counseling programs with current educational reform movements. The *National Model* reflects a comprehensive approach to program foundation, delivery, management, and accountability. The

model provides the mechanism through which school counselors and school counseling teams can design, coordinate, implement, manage, and evaluate their programs for students' success. It provides a framework for the program components that includes the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, and systemic change.

- The *National Standards for School Counseling Programs*, developed by the American School Counselor Association, assists school counselors, counselor educators, and school leaders to develop comprehensive school counseling and guidance programs. The standards will also assist school districts in developing methods for evaluating the effectiveness of their comprehensive school counseling programs.
- The *Tenth-Grade Counseling Program* (Education Code sections 48431.6 and 48431.7) requires school districts receiving these funds to provide a systematic review of each student's academic progress and provide counseling regarding educational options available during the final two years of high school. The purpose of the program is to provide a checkpoint for assessing student progress toward meeting graduation requirements and to broaden the educational and career options for students. It is also intended to give priority for counseling to students who are not progressing satisfactorily toward graduation or who are not motivated to set education and career goals appropriate to their ability.

This program is included in Assembly Bill (AB) 825, the Pupil Retention Block Grant that combines eight separate appropriations in the Budget Act of 2004. This bill takes effect on July 1, 2005.

School Counseling Facts

51 st	National ranking of California's student-to-counselor ratio among all the states, including District of Columbia. (National Center for Educational Statistics 2000)
878:1	Average student-to-counselor ratio in California kindergarten through grade twelve (K-12) (2003-04 CBEDS)
477:1	National average student-to-counselor ratio in K-12 schools (National Center for Educational Statistics 2001)
250:1	Recommended student-to-counselor ratio by the American Counselor Association, American School Counselor Association, American School Health Association, National Education Association, and California Teachers Association.
486:1	Average student-to-counselor ratio in California high schools with counselors*
665:1	Average student-to-counselor ratio in California middle/junior high schools with counselors*
3,009:1	Average student-to counselor ratio in California elementary schools with counselors*

*From the 2003 *Report to the Legislature on the AB 722 Study of Pupil Support Ratios, Programs, and Services*

For more information, contact George Montgomery in the Counseling, Student Support, and Service-Learning Office, at (916) 319-0540 or visit the CDE Web site at <http://www.cde.ca.gov/ls/cg/>.

Dropout Prevention and Recovery Act

The following programs focus on preventing dropouts and working with students who have dropped out of school. These programs are included in AB 825, the Pupil Retention Block Grant, which combines eight separate appropriations in the Budget Act of 2004. This bill takes effect on July 1, 2005.

- **School-Based Pupil Motivation and Maintenance Program.** This is a dropout prevention program that motivates students to stay in school. This program, based in regular schools, is an early identification and early prevention program that relies on an integration of categorical funds. The program promotes establishing resiliency factors at the site to support students in high-risk situations and individual student review through the use of the student study/success team. Significant program components include outreach to local resources and services, parent involvement, and the active involvement of the school site council. This program is located in 336 schools throughout California.
- **Alternative Education Outreach Consultant Program.** This district-wide dropout recovery program works with dropouts and potential dropouts. Program staff members recruit, assess, and counsel students in alternative education settings. The program encourages students to complete their education and provides a variety of educational options to secure the best practical result for students who have not been successful in a traditional comprehensive school site. The program is located in 50 school districts throughout California.
- **Educational Clinics.** This dropout recovery program serves students who have been out of school for at least 45 days or who have been expelled from school. This program does outreach, initial intake, and basis skills testing, and it provides a basic skills curriculum to assist the dropout or expelled student to return to a more traditional education placement. The clinics are funded on a per-student basis for a limited number of hours. There are five clinics throughout the state.

For more information, see the CDE Web site at <http://www.cde.ca.gov/ls/ai/dp/sb65progsumm.asp>.

Foster Youth Services Programs

Foster Youth Services (FYS) programs provide support services to reduce the traumatic effects students suffer from being displaced from family and school and to increase the stability of placements for foster children. FYS programs have the ability and authority to ensure that health and school records are obtained to establish appropriate placement and coordinate instruction, counseling, tutoring, mentoring, vocational training,

emancipation services, training for independent living, and other related services. These programs increase the stability of placements for foster children and youths. Their services are designed to improve the children's educational performance and personal achievement, directly benefiting the children as well as providing long-range cost savings to the state.

FYS programs work through interagency collaboration with social workers, probation officers, group home staff, school staff, and community service agencies to influence foster children's day-to-day routines, both during and after school. FYS programs may also collaborate with, complement, and supplement a variety of existing support services to help ensure delivery of comprehensive support services to foster children and youths. These services include Title I, Neglected and Delinquent Youth (P.L. 103-382) program services, Healthy Start Services, services provided by special education local plan areas (SELPAs), and Independent Living Programs, to name a few. FYS programs are funded through a noncompetitive grant process. Eligible applicants include county offices of education, a consortium of school districts in cooperation with a county office of education, or a consortium of counties as a single applicant. There are currently 43 projects in 53 of California's 58 counties. A California Department of Education goal is for all 58 counties to participate. Statutes of 2004 include a provision of Assembly Bill 490 (Steinberg) that requires all districts to appoint an *educational liaison* with prescribed duties to ensure appropriate and timely educational placement and equal opportunities for foster youths.

The funding for FYS programs is divided between two groups: The six core district grants serve all foster children and youths, including youths residing in group homes; and the 53 county-wide programs serve only those foster youths residing in group homes.

For more information, see the CDE Web site at <http://www.cde.ca.gov/ls/pf/fy/>.

Safe Schools and Violence Prevention

All California Department of Education (CDE) programs have an effect on the learning environment and therefore on school safety. The programs below are the primary activities that have the improvement of school safety as their principal goal.

- **School Safety Block Grant.** This program provides approximately \$81 million annually for a block grant to school districts serving youths in grades eight through twelve, based primarily on student enrollment. Another \$1 million is allocated to county offices of education, also based on enrollment. These funds may be used for all violence prevention strategies, including implementing science-based violence prevention programs, hiring personnel trained in conflict resolution, providing on-campus communication devices, establishing staff training programs, and establishing cooperative arrangements with law enforcement.
- **Safe and Drug-Free Schools and Communities Act (S&DFSC).** This program, funded by the No Child Left Behind Act, provides approximately \$42 million annually for school- and community-based alcohol-, drug-, and violence-prevention programs. There are two primary elements of the program: (1) the maintenance of a statewide leadership program operated through county S&DFSC coordinators who provide training, technical assistance, and leadership to school districts in the implementation of a prevention program; and (2) CDE leadership of the statewide transition to the use of research-based prevention programs. The program is administered by the Safe and Healthy Kids Program Office. Additional information is available at <http://www.cde.ca.gov/ls/he/at/safedrugfree.asp>.
- **School Community Policing Partnerships.** This competitive grant program is funded at \$11.3 million per year and is disbursed as grants of up to \$325,000, spread over three years. The key program requirement is the formation of a collaborative partnership that involves schools, law enforcement, students, families, and the community in designing and operating a school/community safety program. See <http://www.safestate.org/index.cfm?navID=108> for more information.
- **School/Law Enforcement (S/LE) Partnership.** Since 1983 the State Superintendent of Public Instruction and the state Attorney General have unified their efforts and resources through the S/LE partnership. The S/LE Partnership highlights collaborative programs that involve members of the entire school community, especially local law enforcement. The partnership offers information to all local educational agencies through publications, training, and conferences as well as training in school safety and crisis response planning provided by law enforcement and education professionals.
- **High-Risk Youth Education and Public Safety Program.** This program provides youths who have been involved in the juvenile justice system with a structured daily

program of 8 to 12 hours that includes at least 4 hours of academic instruction every school day. The program also provides a continuum of care that spans prevention, early intervention, treatment, and reentry to the school environment. See the Web site at <http://www.cde.ca.gov/sp/eo/hr/> for more information.

Child Care and Development Programs

Because of welfare reform and economic need, an ever-increasing number of parents in California entrust the care of their children to persons outside the family for a significant portion of each workday. California has been a leader in the nation in recognizing the value of quality child care and development programs for infants, toddlers, prekindergarten children, and school-age children. For more than 60 years, the California Department of Education (CDE) has developed and funded agencies throughout the state so that families can find a safe and healthy environment for their children that is staffed by competent, caring adults. Funding is provided for services to low-income families, including welfare recipients, in licensed center-based programs, family child care homes, and license-exempt settings, such as a family's own home or the home of a relative or neighbor.

As a result of welfare reform, the Child Care and Development Program is now in the eighth year of the most significant period of change in its history. Chapter 270, Statutes of 1997 (Assembly Bill 1542), enacted the California Work Opportunity and Responsibility to Kids (CalWORKs) program to move families from welfare dependency to work and, ultimately, to self-sufficiency. Under the CalWORKs program, participants are required to engage in work or work preparation activities and must be provided an array of welfare-to-work support services, including child care. CalWORKs delivers child care in three stages. Stage 1 is administered by the California Department of Social Services. Stages 2 and 3 are administered by CDE through its certificate-based Alternative Payment Programs.

High-quality child care and development services must be available to families in transition from welfare, as well as to low-income families not on aid, to assist them in remaining independent of public assistance. Services to children at risk of neglect and abuse remain a top priority of the program. CDE works collaboratively to develop a streamlined and consolidated state plan for early care and education services that meets the needs of California's families and children. This collaboration includes Head Start through a federal grant to support the California Head Start-State Collaboration Office in CDE's Child Development Division (CDD). CDE works collaboratively with First Five California (formerly known as the California Children and Families Commission) to improve the quality and availability of child care and development programs statewide.

The child care and development system administered by CDE continues to be the largest and most comprehensive in the nation, with funding at over \$2.2 billion for FY 2004-05. CDE maintains approximately 2,000 service contracts with approximately 820 public and private agencies supporting and providing services to 598,000 children (federal FY 2002-03). Contractors include school districts, county offices of education, cities, local park and recreation districts, county welfare departments, other public entities, community-based organizations, and private agencies.

Currently, more than a dozen CDE-administered programs are designed to meet the varied needs of California's families. The eligibility for federal and state-subsidized services continues to be based primarily on income and need, with additional criteria

depending on program type and funding source. CDE is committed to maximizing parental choice of care and to improving the availability and quality of infant through prekindergarten services as well as before- and after-school services. CDD has implemented several initiatives to support and assist child care and development programs to create welcoming and inclusive environments for children with disabilities and other special needs.

Indicators of quality in child development programs include a trained and committed staff, age- and developmentally appropriate practices, a safe and nurturing environment, an appropriate staff-child ratio, health and nutrition components, parental support, and strong program management and administration. High-quality programs increase a child's chance for school success. According to the National Association for the Education of Young Children, "Children enrolled in high-quality early education programs tend to be more successful in school, are more competent socially and emotionally, and show higher verbal and intellectual development during early childhood than children who are not enrolled in such programs."

Child Care and Development Programs FY 2004-05 Appropriations

	State General Fund	Federal Child Care and Development Fund	Total
State Preschool	\$325,377,000	-	\$325,377,000
General (Center-based) CD Programs	538,331,000	\$93,163,000	631,494,000
Campus Centers (with Match)	3,294,000	-	3,294,000
Migrant Child Care	28,335,000	5,411,000	33,746,000
Alternative Payment (AP) Programs	61,004,609	144,779,000	205,783,609
AP-Stage 2 CalWORKs	208,653,000	317,303,000	525,956,000
AP-Stage 3 CalWORKs	95,353,000	253,994,000	349,347,000
Resource and Referral	16,844,000	-	16,844,000
Campus Tax Bailout	5,923,000	-	5,923,000
Extended Day Care (Latchkey)	29,301,135	-	29,301,135
Bay Area Handicapped Program	1,618,000	-	1,618,000
California Child Care Initiative	250,000	-	250,000
Quality Initiatives	15,320,000	54,059,000	69,379,000
Local Planning Councils	-	5,750,000	5,750,000
Reappropriation for 11- and 12-year-olds	21,854,256		21,854,256
Carryover	4,000,000		4,000,000
Total	\$1,355,458,000	\$874,459,000	\$2,229,917,000

For more information, contact the Child Development Division at (916) 322-6233.

Nutrition Services

The California Department of Education's Nutrition Services Division (NSD) provides leadership and support of nutrition services to enhance the health, well-being, development, and educational potential of California's children, adults, and families.

In California, more than 4.3 million nutritious meals are served each day at approximately 48,000 locations under the auspices of the U.S. Department of Agriculture's (USDA's) National School Lunch, School Breakfast, Summer Food Service, and Child and Adult Care Food Programs. In fiscal year 2003, NSD disbursed approximately \$1.6 billion in federal and state funds to support schools, child care centers, family day care homes, adult care centers, park and recreation centers, and other eligible agencies in providing nutritious meals. In addition, about \$100 million in USDA-donated food was distributed to eligible public and private nonprofit agencies throughout the state for use in preparing meals.

NSD administers the Special Milk Program, which assists schools, summer camps, and eligible agencies in providing over 5 million one-half pint servings of milk to children annually. Additionally, NSD administers the Commodity Supplemental Food Program, which monthly provides almost 50,000 low-income, breast-feeding mothers, pregnant women, children under age five, and impaired elderly with USDA-donated foods designed to meet their nutritional needs.

NSD actively collaborates with numerous health and nutrition-allied organizations and is affiliated with advocacy and professional organizations, including obesity prevention and food security networks. NSD provides nutrition and food service education and training to child nutrition program operators and educators. NSD also works cooperatively with disaster-relief organizations.

For more information, contact the Nutrition Services Division at (916) 445-0850 or (800) 952-5609.

English Learner Students

In the 2003-04 school year, there were nearly 1.6 million English learners in California public schools, the same level as in 2002-03. The California Department of Education provides assistance to local schools and districts to achieve the following goals:

- Offer instruction to promote the English language development (ELD) of English learners so that these students reach levels of proficiency commensurate with native speakers of English.
- Eliminate the academic gap that separates English learners from their native English-speaking peers.
- Support English learners to help them achieve, within a reasonable period of time, the same rigorous grade-level academic standards that are expected of all students.

Basic Facts—California Language Census, Spring 2004

English learners constitute a significant portion of California public school students:

- The 1,598,535 English learners constitute more than 25 percent of the total enrollment in California public schools.
- 2,598,225 students speak a language other than English in their homes. This represents about 41 percent of the state's public school enrollment.
- The majority of English learners (nearly 74 percent) are enrolled in the elementary grades, kindergarten through grade six. Twenty-six percent are enrolled in the secondary grades, seven through twelve.

English learners come from many language groups, but approximately 95 percent speak one of the ten top languages in the state:

- The top ten language groups in rank order are (1) Spanish, 85.1%; (2) Vietnamese, 2.2%; (3) Hmong, 1.5%; (4) Cantonese, 1.4%; (5) Pilipino (Filipino or Tagalog), 1.3%; (6) Korean, 1.1%; (7) Mandarin, 0.7%; (8) Armenian 0.7%; (9) Khmer (Cambodian) 0.6%; (10) Punjabi, 0.6%.

English learners are placed in specific instructional settings in accord with the statutes and regulations established by Proposition 227:

- 765,275 (48%) English learners are enrolled in structured English immersion settings.
- 137,902 (9%) English learners have been placed in an alternative program (e.g., bilingual instruction) as a result of a parental waiver.

- 584,132 (37%) English learners are placed in mainstream classrooms and are receiving additional services as a result of meeting the criteria for possessing a reasonable level of English proficiency.
- 136,951 waivers were requested; 133,863 were granted.
- 35,563 (2%) English learners are placed in mainstream classrooms at the request of their parents, even though the pupils have not met the criteria for possessing a reasonable level of English proficiency.
- 75,663 (5%) English learners are placed in classes or instructional settings other than those explicitly authorized by Proposition 227. Some of these pupils are receiving customized English learner services specified in a special education, individualized education program (IEP); but others are not receiving any English learner instructional services.

The 1,550,912 English learners receive various combinations of different instructional services regardless of program placements:

- 176,028 receive only ELD instruction in addition to the regular school program.
- 767,316 receive at least one period of ELD and two periods of specially designed academic instruction in English (SDAIE, sheltered instruction in subjects such as mathematics or social science) in addition to the regular school offerings.
- 329,342 receive, in addition to ELD and SDAIE, at least two periods of subject matter instruction facilitated by primary language support.
- 126,546 receive, in addition to ELD, and often in combination with SDAIE and/or primary language support, at least two subject matter periods taught through primary language instruction.
- 151,680 receive English learner instructional services other than those described above.
- 47,623 do not receive any instructional services required for English learners.

English learners are taught by a wide range of instructional staff:

- 7,535 teachers hold a bilingual teaching authorization and are assigned to provide primary language instruction.
- 129,795 teachers hold a Cross Cultural and Academic Development (CLAD) or Senate Bill 1969/395 certificate and are assigned to provide SDAIE and/or ELD instruction.
- 1,373 teachers were in training for a bilingual teaching authorization.
- 27,713 teachers were in training for a CLAD credential or a SB 1969/395 certificate.
- 17,129 bilingual paraprofessionals were assigned to teachers by providing primary language support or instruction to English learners.

For more information, contact the Language Policy and Leadership Office at (916) 319-0845 or see the English learner Web site at <http://www.cde.ca.gov/sp/el/>. Note: To access the California Department of Education's database containing demographic information on language minority students, go to DataQuest at <http://data1.cde.ca.gov/dataquest/>. Look for reports related to English learners.

**Number of English Learner Students in California Public Schools,
1999-2000 through 2003-04**

Language	2003-04	2002-03	2001-02	2000-01	1999-2000	Percent increase between 1999-2000 and 2003-04
Albanian*	163	150	119	102	86	89.53
Arabic	7,556	7,751	7,545	6,992	6,564	15.11
Armenian	10,660	11,727	11,946	11,891	12,155	-12.30
Assyrian	656	706	791	702	685	-4.23
Bosnian**	264	247	253	N/A	N/A	N/A
Burmese	432	536	562	586	566	-23.67
Cantonese	22,867	24,004	24,945	25,089	25,509	-10.36
Cebuano (Visayan)	389	417	545	535	452	-13.94
Chaldean	649	668	638	597	532	21.99
Chamorro (Guamanian)	48	64	59	71	47	2.13
Chaozhou (Chaochow)	573	696	754	740	753	-23.90
Croatian	181	159	185	364	452	-59.96
Dutch	152	163	196	164	158	-3.80
Farsi (Persian)	5,650	5,643	5,558	5,036	4,840	16.74
French	962	1,023	980	946	860	11.86
German	639	708	829	866	864	-26.04
Greek	187	204	214	225	250	-25.20
Gujarati	1,153	1,155	1,132	1,142	1,094	5.39
Hebrew	948	902	784	654	603	57.21
Hindi	4,172	4,251	4,548	4,411	4,294	-2.84
Hmong	23,423	25,199	26,801	27,124	28,374	-17.45
Hungarian	178	191	203	195	173	2.89
Ilocano	1,387	1,730	1,572	1,609	1,663	-16.60
Indonesian	1,043	1,186	1,234	1,192	1,107	-5.78
Italian	290	294	288	303	312	-7.05
Japanese	4,764	4,814	5,122	5,092	4,927	-3.31
Khmer (Cambodian)	10,011	11,360	13,475	14,582	16,283	-38.52
Khmu	160	155	172	180	207	-22.71
Korean	17,132	17,627	18,002	16,874	16,279	5.24
Kurdish	332	351	331	321	340	-2.35
Lahu	357	386	452	415	435	-17.93
Lao	4,573	5,120	5,745	6,085	6,901	-33.73
Mandarin (Putonghua)	11,347	12,105	11,793	10,367	10,102	12.32
Marshallese	126	128	111	147	144	-12.50
Mien/Yao	2,837	3,429	3,947	4,137	4,594	-38.25
Mixteco	666	603	500	419	388	71.65
Pashto	732	717	697	646	603	21.39
Pilipino (Tagalog)	20,895	20,650	19,813	18,157	18,193	14.85
Polish	296	323	352	352	388	-23.71
Portuguese	2,021	2,267	2,383	2,369	2,248	-10.10
Punjabi	8,977	8,751	8,914	8,279	7,906	13.55
Rumanian	1,208	1,057	1,204	1,202	1,261	-4.20
Russian	7,654	7,980	7,977	8,131	8,029	-4.67
Samoan	1,574	1,676	1,748	1,740	1,758	-10.47
Serbian***	N/A	N/A	N/A	N/A	118	N/A
Serbo-Croatian	249	349	363	305	150	66.00
Spanish	1,359,792	1,348,934	1,302,383	1,259,954	1,222,809	11.20
Taiwanese	301	316	334	360	369	-18.43
Thai	1,535	1,657	1,643	1,610	1,575	-2.54
Tigrinya*	356	348	371	395	344	3.49
Toishanese	250	272	240	226	112	123.21
Tongan	1,716	1,801	1,984	1,875	1,926	-10.90
Turkish	280	269	275	245	227	23.35
Ukrainian	2,391	2,477	2,364	2,267	2,117	12.94
Urdu	2,620	2,753	2,797	2,502	2,327	12.59
Vietnamese	34,444	36,574	37,797	37,978	39,447	-12.68
Other non-English languages	14,317	14,519	13,278	12,551	15,627	-8.38
State totals	1,598,535	1,599,542	1,559,248	1,511,299	1,480,527	7.97

Source: Language Census, Educational Demographics

Note: The term *English learner (EL)* has replaced the term *limited-English-proficient (LEP)*.

*Not collected prior to 1999.

**Not collected prior to 2002.

***Now counted under Serbo-Croatian.

Special Education

Almost 681,980 individuals, newborn through twenty-two years of age, received special education in California in 2003. “Special education” means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability. California provides such instruction through a continuum of placement options in the least restrictive environment. Infants and their families, preschoolers, students, and young adults may receive special education services in a variety of settings that might include day care settings, preschool, a regular classroom, a classroom that emphasizes specially designed instruction, the community, and the work environment. The California Department of Education (CDE) works with colleges and universities to deliver staff development and training to ensure that teachers and other service providers are qualified to work with children with disabilities.

CDE provides state leadership and policy direction for local school district programs and services for students who have a disability. This leadership includes providing families with information on the education of a child with a disability. CDE works cooperatively with other state agencies in providing family-centered services for infants and preschool children and planned steps for transition from high school to employment and quality adult life. These efforts are supported by evaluation of student outcomes and analysis of current research. CDE responds to consumer complaints and administers the federal Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act for students with disabilities in California.

The 13 disability categories and enrollment breakdown in California for individuals, newborns through twenty-two years of age, receiving special education services are as follows: Mental Retardation 44,017; Speech or Language Impairment 175,927; Visual Impairment 4,599; Emotional Disturbance 27,292; Orthopedic Impairment 15,074; Other Health Impairment 32,083; Specific Learning Disability 337,884; Deaf 4,510; Hard of Hearing 7,200; Deaf-Blind 215; Multiple Disabilities 6,606; Autism 24,943; and Traumatic Brain Injury 1,630.

Advisory Commission on Special Education

An Advisory Commission on Special Education (ACSE) is mandated by both state and federal laws. ACSE is required to study, assist, and provide recommendations at least annually to the Governor, the Legislature, the State Board of Education, and the State Superintendent of Public Instruction on issues related to the education and unmet needs of individuals with disabilities. There are 17 members of ACSE: one member of the State Assembly; one member of the State Senate; three public members appointed by the Speaker of the Assembly; three public members appointed by the Senate Committee on Rules; four public members appointed by the Governor; and five public members appointed by the State Board of Education.

Selected Projects/Programs

CDE has many projects and programs, including California Services for Technical Assistance and Training (CaISTAT), Resources in Special Education (RISE), California Deaf-Blind Services (CDBS), Technical Assistance with Least Restrictive Environment, Supporting Early Education Delivery Systems (SEEDS), and Special Education Early Childhood Administrators Project (SEECAP). These special projects provide services that vary from technical and research to training, conferences, and services to more than 30,000 students.

CDE also certifies more than 1,000 nonpublic schools and agencies that provide special education services to students with disabilities. For more information, contact the Special Education Division at (916) 445-4613 or check the Web site at <http://www.cde.ca.gov/sp/se/>.

State Special Schools and Services Division

The State Special Schools and Services Division (SSSD) provides a variety of direct services to individuals with special needs, parents, and local educational agencies (LEAs) through programs it operates at the California Schools for the Deaf in Fremont and Riverside; the California School for the Blind in Fremont; and three Diagnostic Centers in Fremont, Fresno, and Los Angeles. The SSSD employs 1,100 staff. Its schools and centers occupy nearly 150 acres of land and 23 acres of buildings.

Schools for the Deaf

The two Schools for the Deaf provide instructional programs to more than 1,000 deaf students in California. In addition, both schools serve as a resource to educational and community service agencies. The School for the Deaf in Fremont was established in San Francisco in 1860.

Students are enrolled in either a day or a residential program, depending upon their individual needs and the residence of their parent or guardian. Both Schools for the Deaf have earned national and international reputations for the quality of services provided. They are accredited by the Western Association of Schools and Colleges and the Conference of Educational Administrators Serving the Deaf. The schools use the state curriculum frameworks and adopted or standards-aligned instructional materials as the basis of instruction. Students are referred through the local school district. Beyond the academic and vocational/career education programs, both schools offer comprehensive support services and extracurricular activities. Outreach and technical assistance are provided to parents, LEAs, consumers, and the business and the professional communities.

Deaf and Hard-of-Hearing Unit

Numerous reports, studies, and commissions conducted over the past 40 years have all concluded that the present status of education for deaf persons in the United States is unsatisfactory. As a result, the Deaf and Hard-of-Hearing Unit was established within the California Department of Education. The unit is responsible for implementing many of the recommendations of these earlier studies, in particular, the 1999 recommendations made by the California Deaf and Hard-of-Hearing Education Advisory Task Force convened by the State Superintendent of Public Instruction.

For more information, contact Nancy Grosz Sager in the Deaf and Hard-of-Hearing Unit at (916) 327-3850.

School for the Blind

The California School for the Blind provides educational programs for approximately 130 blind, visually impaired, and deaf-blind students in residential as well as day school programs. The school was founded in San Francisco in 1860. Students range from five through twenty-two years of age. Preparation for adult life and mainstreaming into the home community are long-term goals for each student.

Diagnostic Centers

First established in 1947, the Diagnostic Centers have evolved into regionalized programs for all LEAs by providing various assessment services for individuals with special needs who range in age from three through twenty-two years. Referrals are made by the LEA after it first exhausts its local resources. All assessments are individualized to match the student's needs and LEA-parent questions and concerns. Nearly 66 percent of all assessments occur at the student's local school; all others occur at the Diagnostic Center. Teams of specialists in the fields of special education, school psychology, clinical psychology, speech/language pathology, motor development, and developmental pediatrics conduct the assessment programs. Parent involvement is emphasized throughout the student's assessment. Transition services are also provided to special education students ages fourteen through twenty-two.

Each of the Diagnostic Centers also offers a variety of staff development and training as well as consultation services to LEAs, parents, and other service agencies. Training topics are developed according to the LEA's changing needs.

Clearinghouse for Specialized Media and Technology

The Clearinghouse for Specialized Media and Technology (CSMT) has the following main functions:

- Produces state-adopted textbooks, workbooks, and literature books in a variety of specialized formats, including braille, large print, recordings, and American Sign

Language VideoBooks, and distributes them to California public schools serving students with disabilities

- Promotes universal design of technology-based learning resources to improve access to the general curriculum by all students
- Provides consultative services, technical support, and referral services to parents, transcribers, educators, advocates, and other concerned individuals
- Allocates state funds to districts and county offices of education to pay for high school books in braille and for readers to assist certificated classroom teachers who are blind

In addition, CSMT conducts an annual census of California blind students who are eligible for the American Printing House for the Blind (APH) federal quota program. More than 6,000 California students are registered annually. This census determines the amount of federal money allocated to purchase APH-produced educational materials and equipment designed for students who are blind and visually impaired. An inventory of APH materials and equipment is maintained at the CSMT Media Warehouse in Sacramento.

For more information, contact CSMT at (916) 445-5103 or visit the Web site at <http://www.cde.ca.gov/re/pn/sm>.

Career Technical Education

An important part of the work of the California Department of Education (CDE) is to strengthen the relationship between a strong kindergarten through adult system and California's economic future. That future depends on the state's ability to develop a competitive workforce for the knowledge-based, global economy of the twenty-first century. CDE's perspective has broadened from the traditional vocational (now career technical) education curriculum to a multifaceted concept incorporating career preparation and workforce development. Elements include integrating academic and career technical education curricula, adding or modifying workforce development programs, and expanding partnerships linking education to workforce preparation and economic development.

Career technical education continues to be a priority, but the focus is expanding from the traditional job entry preparation within subject areas—agriculture, health careers, business, home economics, careers and technology, and industrial and technology education—to an “industry cluster” approach. For example, industrial and technology education is now identified within California's high employing industry sectors as building trades and construction, energy and utilities, transportation, manufacturing and product development, and engineering and design.

This approach provides integrated, sequential programs of instruction designed to build on the academic preparation of students as well as on their experiences, interests, skills, and prior knowledge of practices and procedures. Partnerships between business and industry sector clusters and various educational levels are emphasized as well as learning strategies that connect across the disciplines. CDE also works with professional and student organizations in offering technical assistance and professional development.

The Carl D. Perkins Vocational and Technical Education Act of 1998 provides funding to improve career technical education programs in secondary schools and community colleges. Through the Perkins State Plan, California articulates state policy that drives career technical education planning and programs in public schools. That state policy is built on high standards for all students. California has made great progress in defining basic academic and employability skills that every student should master in order to earn a high school diploma. The underlying notion, based on the 1991 report of the Secretary's Commission on Achieving Necessary Skills (SCANS), is that all students should develop these basic competencies to become productive workers, successful family members, contributing members of the community, and lifelong learners. CDE supports work to integrate career standards with California's academic standards and is implementing state legislation to develop state standards and instructional frameworks for career technical education.

Current systemic initiatives and programs are as follows:

School-to-Career, which began under the federal School-to-Work Opportunities Act of 1994, aims at creating systemic change and encouraging career planning for all kindergarten through grade twelve students. School-to-Career is built on a three-part framework: school-based integration of academic and applied curriculum; work-based activities; and activities that connect school to work. A statewide Advisory Council focuses on policy, and numerous regional partnerships coordinate School-to-Career activities around California. The long-range goal is to institutionalize School-to-Career in California education.

Regional Occupational Centers and Programs (ROCPs) constitute the state's largest workforce preparation system for over 30 years. The 73 ROCPs in California provide over 460,000 high school and adult students with career technical education so students can (1) enter the workforce with skills and competencies to succeed; (2) pursue advanced training in higher educational institutions; and/or (3) upgrade existing skills and knowledge. In addition to the specific skills and comprehensive career education offered, ROCPs also offer students employment survival skills in many aspects of each particular industry sector, as well as placement assistance, counseling and guidance services, and other critical support services. ROCPs collaborate with tens of thousands of businesses and industry, public and private agencies, and associations to develop industry-based curriculum and offer instructional classes and programs to meet local business and industry needs. Students receive training at a variety of venues from high school classes to actual business and industry facilities, such as hospitals. ROCPs offer courses throughout the regular school day, in the late afternoon and evenings and, in some cases, during the summer months. ROCPs award certificates of completion and/or state or national industry-based certification upon successful completion of courses. ROCPs also serve the employment training needs of eligible CalWORKs recipients. A recent CDE-funded study shows that ROCP students have higher pay rates, obtain more promotions on the job, stay in school, and attend postsecondary schools at the same rate as other students.

Apprenticeship Programs in California are designed to prepare an individual for a career in the skilled crafts and trades. Apprentices develop technical skills, experience the sharing of assignments, and see how technical tasks relate specifically with theoretical knowledge and interpretation. Currently, there are more than 850 apprenticeable occupations in the United States and over 200 active, registered apprenticeable occupations in California. Apprentices earn a wage while learning. Apprenticeship programs usually require one to five years to complete, depending upon which occupation is chosen. The apprenticeship training system is unique in that its basic foundation is a partnership between industry, education, and government. Industry funded and industry driven, the apprenticeship training system provides an effective balance between on-the-job training and theoretical instruction in an effort to develop workers with marketable skills. CDE and cooperating Regional Occupational

Centers and Programs and adult programs provide ongoing technical support for apprenticeship programs across the state.

The Carl D. Perkins Vocational and Technical Education Act is a \$130 million per year federal grant program to strengthen and improve career technical education programs in California. More than 500 secondary school districts and community college districts utilize the funds for professional development, program design, curriculum development, and other strategies to enhance their career technical education programs. Included within the Perkins Act is the Tech Prep program, which provides an additional \$12 million annually to articulate career paths across a minimum of grades eleven to fourteen and to integrate academic and career content. The goal is to provide a seamless education experience so that students should not have to repeat work already achieved.

The Workforce Investment Act (WIA) replaced the Job Training Partnership Act in 1998 as the primary federal source of job training funding. CDE plays a significant collaborative role in implementing the WIA in California. Title I of the Act includes WIA youth programs, which are a major focus of CDE's involvement. Through an agreement with the California Workforce Investment Board, CDE links educational agencies to the workforce development system, especially the network of One-Stop Career Centers through which workforce services are delivered. CDE also works closely with the State Youth Council and local youth councils to help shape an approach called "All Youth, One System," in which the academic, career, and developmental needs of all youths are served. In addition, CDE administers the adult education system that receives much of its funding from WIA Title II under the Adult Education and Family Literacy Act. The Adult Education and Family Literacy Act provides federal funds to supplement adult basic skill programs; high school completion programs; and programs that enable adults to become more employable, productive, and responsible citizens. This mandate is accomplished through various adult education programs, including Adult Literacy, English as a Second Language, Citizenship, Vocational Literacy, Family Literacy, Elementary Basic Skills, High School Basic Skills, Literacy for Homeless Adults, and Literacy for Incarcerated Adults. In addition, English Literacy and Civics Education enables adults to effectively participate in the education, work, and civic opportunities of this country. Adult English learners must master English and be able to understand and navigate key governmental, educational, and workplace systems.

California Workforce Development: A Policy Framework for Economic Growth was produced by a statewide collaborative effort in which the State Superintendent of Public Instruction is a partner. Created under the Regional Workforce Preparation and Economic Development Act, the partnership links education, workforce preparation, and economic development to create an integrated workforce development system. Much of its work was incorporated into implementation of the Workforce Investment Act in California.

Career Development builds CDE's capacity to support comprehensive guidance and counseling programs that help students explore career options and identify educational paths to preferred careers; assists in field trials of career exploration and life skills programs; and develops policy for secondary education and career development. CDE works with the California Career Resource Network to expand career development resources and training for career guidance paraprofessionals in the state's educational agencies.

Gender Equity initiatives are aimed at building an integrated approach to equity and gender equity in both career technical education programs and the academic curriculum. The purpose is to help local educational agencies better serve all students through improved compliance with gender equity and civil rights law, elimination of sex bias in teaching practice and curriculum, and support for programs that assist students in overcoming all barriers to equal education. A major focus is to ensure that students from special populations, including those training for occupations nontraditional for their gender, are served in all career technical education programs.

Partnership Academies prepare high school students for career ladders and involve business more fully in secondary education. Approximately 290 Partnership Academies are "schools within schools" that provide a three-year program for students in grades ten through twelve who choose to be in the program. The integrated curriculum, implemented by a small team of teachers, focuses on a career theme and includes related academic classes.

Communities and Schools for Career Success (CS²), an initiative designed and administered by the Massachusetts-based Commonwealth Corporation, aims to involve the entire community in developing and carrying out plans to help students progress successfully from middle school through high school and on to adulthood. Working with broad-based partnerships in four California communities and a statewide organization (New Ways to Work), CS² teams build systems that include career development strategies, curriculum and instructional reform, and a network of social services and enrichment programs. CDE provides statewide coordination and support within the participating communities.

Adult Education

Adult education provides educational opportunities and services to equip adults with the knowledge and skills necessary to participate effectively as citizens, workers, parents, and family and community members. Instructional programs ensure that adults have the education and skills required for a competitive economy and a better quality of life.

Adult students are served by school districts, community colleges, community or faith-based organizations, volunteer literacy organizations, public or private nonprofit agencies, public libraries, correctional facilities, and state agencies.

The California Department of Education serves over one million adult learners annually by allocating state and federal funds through its adult education provider network. For more information, contact the Adult Education Office at (916) 322-2175.

Populations

Adult education serves an increasingly diverse student population and includes the following groups:

Adult Immigrants—Adults who need language instruction and learning experiences that will permit them to communicate with English speakers; learn the cultures and customs of the United States; and prepare them for employment, citizenship, parenthood, and self-sufficiency.

Adults with Disabilities—Individuals with cognitive, physical, sensory, or medical disabilities or mental disorders. Adult education provides modified equipment, materials, and instructional strategies to teach literacy, workplace, and family literacy skills.

Disadvantaged Adults—Low-income and hard-to-serve adults who demonstrate basic skills deficiency below the eighth-grade level. Adult education provides basic skills training, preparation for the *General Educational Development (GED)* test, preparation toward earning a high school diploma, and job skills training opportunities.

Homeless Adults—Persons with extreme poverty who often cannot afford to travel to adult education programs. Adult literacy services provide life skills instruction, linkages to community resources, self-esteem support, and preparation for employment.

Incarcerated Adults—Individuals who are convicted of any criminal offense. Incarcerated adults represent a significant portion of the hard-to-serve or dropout segment of the educational system. The correctional education programs provide educational and job training services in technology, English as a second language, high school credit, and basic education programs to prepare inmates to become responsible citizens and to successfully integrate into society.

Single Parents and Displaced Homemakers (unemployed or underemployed individuals who have been providing unpaid services to family members)—Adult

education provides linkages and collaborates with agencies to ensure that students receive needed services, such as child care, career counseling, vocational evaluation, and educational counseling. Use of distance-learning programs is a priority in working with these students.

Programs

Adult Basic Education (ABE)—The classes in ABE are below the high school level. The primary objective is to teach basic literacy skills (e.g., reading, writing, computation, problem solving, and interpersonal skills) to enable adults to read, write, and speak in English; acquire a high school diploma; and get a job and become productive citizens.

English as a Second Language (ESL)—The focus of instruction is to enable students with limited English proficiency to learn competency-based English. Students may use this learning to gain basic life and employment skills, progress to vocational or academic programs, and contribute to their communities.

Citizenship—Classes offer instruction in history, geography, and government to prepare students for the oral and written citizenship tests.

Adult Secondary Education—Secondary basic subjects for adults consist of courses in mathematics, reading, history, science, government, language arts, and other courses leading to a high school diploma. General Educational Development (GED) preparation classes include instruction in writing, science, social studies, literature and the arts, and mathematics.

Short-Term Vocational—These classes offer a variety of successful career training programs and deliver the customized curriculum needed to meet the diverse training and development needs of businesses.

Adults with Disabilities—Classes are designed to meet the needs of the students, offering an environment that builds self-esteem and encourages participation.

Health and Safety—Instruction in this program focuses on health and safety and on physical and mental well-being, such as CPR (cardiopulmonary resuscitation) and first aid.

Home Economics—Classes in this area help individuals and families meet the challenges of daily living and improve the quality of home and family life.

Parent Education—Classes support parents and other individuals assuming parental roles who want to learn more about parental skills. The program promotes the healthy development of children, high-quality family relationships, and children's success in school. In parent cooperative classes, experiences are structured so that parents and children learn together.

Older Adults—Educational classes are designed specifically for the older population. These classes provide intellectual, physical, and social stimulation regardless of ability or circumstance.

**Adult Education Learner Distribution by Instructional Program,
2000-01 to 2003-04**

Program	2000-01		2001-02		2002-03		2003-04	
	Enrollment	Percent of Total	Enrollment	Percent of Total	Enrollment	Percent of Total	Enrollment	Percent of Total
Adult Basic Education	46,912	5.1	55,334	4.9	67,493	5.6	73,137	5.9
ESL	401,502	43.3	492,709	43.3	496,345	41.1	503,616	40.7
Citizenship	3,711	0.4	4,561	0.4	5,178	0.4	3,638	.3
High School/GED	143,989	15.5	181,933	16.0	207,668	17.2	214,724	17.3
Vocational Education	138,804	14.9	160,765	14.1	171,102	14.2	172,658	13.9
Adults with Disabilities	27,112	2.9	32,428	2.9	31,990	2.6	32,198	2.6
Health and Safety	11,289	1.2	20,757	1.8	23,759	2.0	26,557	2.1
Home Economics	14,257	1.5	17,903	1.6	20,782	1.7	21,059	1.7
Parent Education	35,321	3.8	45,017	4.0	52,234	4.3	57,496	4.6
Older Adults	105,680	11.4	125,189	11.0	131,929	10.9	133,355	10.8
Total	928,577	100.0	1,136,596	100.0	1,208,480	100.0	1,238,438	100.0

Source: Comprehensive Adult Student Assessment System 2004

Curriculum Frameworks and Instructional Resources Adoption Processes

Curriculum Commission

The Curriculum Development and Supplemental Materials Commission (Curriculum Commission) was established in 1927 as an advisory body to the California State Board of Education. The Curriculum Commission is responsible for advising the State Board of Education on matters related to curriculum and instruction. *Education Code* Section 60204 provides that the Curriculum Commission shall recommend curriculum frameworks to the State Board; develop criteria for evaluating instructional materials submitted for adoption; study and evaluate instructional materials submitted for adoption; recommend to the State Board instructional materials which it approves for adoption; and “recommend to the State Board policies and activities to assist the department and school districts in the use of curriculum frameworks and other available model curriculum materials for the purpose of guiding and strengthening the quality of instruction in the public schools.”

The Curriculum Commission is composed of 18 members: 13 members appointed by the State Board; one member appointed by the Governor; one member appointed by the Speaker of the Assembly; one member appointed by the Senate Rules Committee; one State Senator; and one State Assembly member. With the exception of legislative members, commissioners serve a four-year term.

Curriculum Frameworks Adoption Process

The California State Board of Education (SBE) adopts curriculum frameworks for kindergarten through grade twelve in accordance with *Education Code* Section 51002, which calls for the development of “broad minimum standards and guidelines for educational programs.” Curriculum frameworks in the core curriculum areas of reading/language arts, mathematics, history-social science, and science are aligned to the SBE-adopted academic content standards. In addition, SBE has adopted curriculum frameworks for foreign language, visual and performing arts (includes content standards), health, and physical education. The State Board of Education approved new reading/language arts and mathematics frameworks in December 1998; the history–social science framework in 2000; the foreign language framework in 2001; the science and health frameworks in 2002; and the visual and performing arts framework in 2004. Currently, the mathematics framework is being updated, and the development of the physical education framework will resume after the SBE adoption of standards.

The Curriculum Commission develops the curriculum frameworks submitted for SBE approval. *Education Code* Section 33538 gives the Curriculum Commission the

authority to provide instructional guidelines: “The [Curriculum] commission shall study problems of courses of study in the schools of the state and shall, upon request of the State Board of Education, recommend to the State Board of Education the adoption of minimum standards for courses of study in preschool, kindergarten, elementary, and secondary schools.”

The Curriculum Commission makes recommendations to the SBE about the development of a curriculum framework and appointments to the Curriculum Framework and Criteria Committee (CFCC). Curriculum frameworks are developed in a public manner; all Curriculum Commission and CFCC meetings are open to the public and include the opportunity to comment. The CFCC develops a draft document, and the Curriculum Commission prepares the draft framework for field review and holds public hearings on the document. The Curriculum Commission is responsible for the draft framework that is recommended to SBE. The SBE also holds a public hearing prior to considering the framework for adoption. After adoption, the frameworks are available for purchase through the California Department of Education (CDE) and are available on the CDE Web site at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

Curriculum frameworks have drawn state and national recognition for focusing directly on the curriculum and for contributing substantively to the improvement of teaching and learning. The content standards describe what educators and professionals in the field expect kindergarten through grade twelve (K-12) students to know. Based on current research in education and the specific content area, the frameworks provide a firm foundation for curriculum and instruction by describing the scope and sequence of knowledge and the skills that all students are expected to master. The frameworks’ overarching dedication is to the balance of factual knowledge, fundamental skills, and the application of knowledge and skills.

In addition, the frameworks establish criteria to evaluate instructional materials. These criteria are used to select, through the state adoption process mandated in *Education Code* sections 60200–60206, instructional materials for kindergarten through grade eight. Frameworks also guide district selection of instructional resources for grades nine through twelve. The frameworks advocate assessment instruments that evaluate students’ progress toward mastery of the standards while providing data used for program planning. Although curriculum frameworks cover the K–12 educational program, their effect can be seen in preschool programs, child care centers, adult education programs, higher education instruction, and university entrance requirements.

Instructional Materials Evaluation and Adoption Process

The State Board of Education has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution). *Education Code* sections 60200–60204 describe the process for the adoption of instructional materials for kindergarten through grade eight and mandate that submitted materials be evaluated for consistency with the criteria and standards in SBE’s curriculum frameworks. The

Curriculum Commission serves as an advisory body to the SBE in the evaluation and adoption process. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. The SBE traditionally adopts only basic instructional materials programs (i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet in organization and content the basic requirements of a full course of study, generally one school year in length).

Primary adoptions, which are the first adoptions following the approval of new state frameworks, are conducted every six years for the four core curriculum areas of reading/language arts, mathematics, science, and history-social science. *Education Code* Section 60200.1(a)(2) reset the base-year schedule for these adoptions as follows: history-social science (1999), science (2000), mathematics (2001), and reading/language arts (2002). Primary adoptions in foreign language, visual and performing arts, and health are to be conducted every eight years. In all cases, a follow-up adoption (using the same evaluation criteria) is to be scheduled between adoptions. Follow-up adoptions will be conducted in 2005 in mathematics, reading/language arts, and foreign language if there is interest by publishers in submitting materials.

As with the framework development process, the adoption process is designed to ensure broad public participation. The adoption process involves three concurrent steps:

- *Legal compliance review.* The legal compliance review, also known as the social content review, is conducted to ensure that all instructional resources used in California public schools comply with *Education Code* sections 60040–60044 as well as SBE guidelines contained in *Standards for Evaluating Instructional Materials for Social Content* (2000 edition). Resources not in compliance with the standards must be revised or be withdrawn. For grades kindergarten through grade eight (K–8), the CDE conducts social content/legal compliance reviews. School districts may also conduct their own reviews.
- *Public review and comment.* Samples of instructional resources submitted for adoption are available for public review at the 22 Learning Resources Display Centers located throughout the state. Written comments on the resources are forwarded to the Curriculum Commission and SBE for consideration. In addition, three separate public hearings are held prior to adoption: one before the appropriate Subject Matter Committee of the Curriculum Commission, one before the full commission itself, and one before the SBE.
- *Education content review.* The education content review is based on the SBE-adopted framework and the content standards it embodies. Evaluation criteria based on the framework are developed by the Curriculum Commission and adopted by the SBE. After a statewide recruitment and application process, the Curriculum Commission recommends and SBE appoints two panels: the Instructional Materials Advisory Panel (IMAP) and the Content Review Panel (CRP).

IMAP is composed primarily of classroom teachers (but also includes other participants, such as administrators, curriculum specialists, university faculty, and parents) who evaluate materials according to all categories of the criteria. CRP is composed of subject-matter experts who review materials according to the content criteria and ensure that the materials are accurate, aligned with SBE-adopted content standards in the four curricular areas, and based on current and confirmed research. CRP members review only those materials or parts of them that pertain to their area of expertise. CRP members are a resource for IMAP.

Both panels receive training on the SBE-adopted criteria and individually review submitted programs. CRP and IMAP members prepare a joint report of findings and formulate a recommendation on each submission. The IMAP/CRP recommendations are forwarded to the Curriculum Commission. Commissioners consider the report of findings and also conduct their own individual and independent review of the submitted programs. The commission then develops a written report containing its recommendation on each submission, which is forwarded to the SBE for action.

SBE considers the recommendations, related documents, and public comments prior to adopting or not adopting each submission. The commission's report is modified as necessary to reflect the SBE's action, and the final document is widely distributed and posted on the Internet.

Standards Maps for Grades Nine Through Twelve

Standards map templates were developed so that school districts can determine the extent to which instructional materials, or a combination of instructional materials, for students in grades nine through twelve align with the content standards adopted by the SBE. Publishers are invited to include completed standards maps with materials offered for sale in the four core content areas in grades nine through twelve (9–12), citing where their materials align with the content standards. The standards maps are also a tool for local educational agencies to use when evaluating instructional materials for alignment with content standards as the local school boards must certify that materials are aligned with the California content standards. Copies of the standards maps are located at <http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp>. For more information, contact the Curriculum Frameworks and Instructional Resources Division at (916) 319-0881.

Instructional Materials Funding Realignment Program

The Instructional Materials Funding Realignment Program (IMFRP) took effect on January 1, 2003. It replaces three previous funding sources for instructional materials: K–8 Instructional Materials Fund, 9–12 Instructional Materials Fund, and Schiff-Bustamante Standards-Aligned Instructional Materials Fund, K–12.

The funds appropriated under IMFRP are to be allocated based on the prior year K–12 enrollment as reported by the California Basic Educational Data System (CBEDS) count.

The IMFRP (*Education Code* Chapter 3.25, sections 60420–60424) provides that:

1. Districts or county offices of education must use funds to ensure that each pupil, grades K–12, is provided with a standards-aligned textbook or basic instructional materials.

For grades K–8, the standards-aligned instructional materials must come from the state standards-aligned adoption lists for reading/language arts, mathematics, science, and history–social science.

For grades 9–12, the materials must be adopted by the local governing board and aligned to the state academic content standards.

2. Once a local governing board certifies that it has provided each pupil with standards-aligned instructional materials, the district or county office of education may use 100 percent of any remaining IMFRP funds to purchase other instructional materials consistent with the content and cycles of the curriculum frameworks.
 - For grades K–8 the local educational agency may purchase instructional materials from other state-adopted materials lists.
 - For grades 9–12 the local educational agency may purchase instructional materials adopted by the local governing board in any other subject area covered by a state curriculum framework.
3. The local governing board is required to hold an annual public hearing (pursuant to *Education Code* Section 60119) and make a determination by resolution as to whether each pupil in the district has sufficient instructional materials in reading/language arts, mathematics, science, and history–social science that are consistent with the content and cycles of the curriculum frameworks. This hearing is required in any year in which the statewide base revenue limit increases by at least one percent. Governing boards are also required to make written determination as to whether pupils enrolled in foreign language or health courses have sufficient instructional materials and whether there is sufficient science laboratory equipment for grades nine through twelve science laboratory classes. The findings regarding foreign language, health, and science equipment is not a condition of receipt of funds.

If the governing board determines there are insufficient instructional materials, the board must take the following actions:

- Provide information on the reasons for insufficient materials.
- Take measures to ensure that each pupil will have sufficient materials within a two-year period by the second month of the academic year.

4. The governing board must also certify that the standards-aligned instructional materials in history–social science, mathematics, reading/language arts, and science were provided by the beginning of the school term that starts no later than 24 months after those materials were adopted.

For grades K–8 this requirement applies to State Board adoptions in the four core standards-aligned subject areas that take place after the implementation of this law. The first adoption that this time frame will apply to under IMFRP is the history–social science adoption scheduled for 2005. Other state and federal programs may have their own deadlines for the purchase of standards-aligned instructional materials.

For grades 9–12 this 24-month time frame applies to all local governing board adoptions of standards-aligned instructional materials that take place following implementation of this law. For example, if a local governing board adopted materials in October 2003, the district would need to provide all pupils in those classes with the adopted materials by the start of the fall 2005 school term.

5. After the local educational agency has met all of the above requirements, then 100 percent of any remaining annual allocation for IMFRP may be spent for other purposes as stated in *Education Code* Section 60242(a). These other purposes are as follows:
 - To purchase “at the district’s discretion, instructional materials, including, but not limited to, supplementary instructional materials and technology-based materials, from any source.” These instructional materials must be reviewed and approved for compliance with the legal and social requirements of *Education Code* sections 60040–60045 and 60048 and the State Board of Education guidelines in *Standards for Evaluating Instructional Materials for Social Content* (revised 2000). The legal and social compliance review may be done locally or at the state level.
 - To purchase tests.
 - To purchase classroom library materials for grades K–4.
 - To bind basic textbooks that are otherwise usable and are on the most recent list of basic instructional materials adopted by the State Board.
 - To fund in-service training related to instructional materials.

For more information, contact the Curriculum Frameworks and Instructional Resources Division at (916) 319-0881.

School Libraries

The California Public School Library Act of 1998

Substantial research indicates that a well-stocked school library with materials in various formats makes a positive impact on improved literacy as well as overall academic achievement. Current research summaries are available at <http://www.ala.org/aasl/resources/achievement.html> and <http://www.cde.ca.gov/ci/cr/lb/research.asp>.

The 1998-99 Budget Act brought the first ongoing allocation for planned, methodical development of school library collections across the state. Although the Library Act has been drastically reduced, ongoing funding has been a positive step toward rebuilding California school libraries. For current information about the application process, see <http://www.cde.ca.gov/ci/cr/lb>. A historical overview of California school library funding is also provided. The passage of Assembly Bill 825, Chapter 871, will move the state library funding into a new categorical block grant called the School and Library Improvement Program in 2005-06.

At the heart of the School Library Act is acknowledgment of the critical need for *more* and *better* books for students to read. The English–language arts content standards call for students to read extensively on their own (i.e., one-half million words annually by grade four; one million words annually by the end of middle school; and two million words annually by the end of grade twelve).

Statistical Snapshot of California School Libraries

The California Department of Education (CDE) Online School Library Survey collected 2002-03 information about school libraries. The following statistics are based on those data as well as data collected by the California Basic Educational Demographic Survey (CBEDS). When possible, national data are provided for comparison.

- **Number of libraries.** Among California schools, 96 percent have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard.
- **Staffing.** Approximately 16 percent of California schools have a credentialed library media teacher on campus part time or longer; the majority of professional staffing is found at the high school level. A library media teacher has both a California teaching credential and a California library media teacher services credential. Although the average national ratio of library media teachers to students in the fall of 2000 was 1:870, California ranks fifty-first in the nation with a current ratio of 1:4,541 (2002-03 CBEDS Report and *Digest of Education Statistics* Tables and Figures, National Center for Education Statistics, 2002, <http://www.nces.ed.gov/programs/digest/d02/dt080.asp>). Additional staffing data are provided by the American Library Association at <http://www.ala.org/ala/pio/factsheets/schoollibrarymedia.htm>.

- **Library books.** The latest figure for the average number of school library books per kindergarten through grade twelve (K–12) student in California is 15.4. In 1986 the number reported per student was ten. Nationally, school libraries average 22 books per student.
- **Age of collection.** The age of the library books is as important as the number of books available to students. In 1995 the average copyright date of a California school library nonfiction book was 1972. In 2002-03 the average copyright date rose to 1990. For a current chart of the number and age of California school library books, see “School Library Statistics” at <http://www.cde.ca.gov/ci/cr/lb>.
- **Book costs.** The average cost of a children’s and young adult hardcover book in 2004 was \$19.31. Annual *School Library Journal* reports indicate over the last five years, the average book price has increased approximately 43 cents per year. For a chart comparing the average cost of a children’s and young adult book with the state funding for school libraries, see “School Library Statistics” at <http://www.cde.ca.gov/ci/cr/lb>.
- **Funding.** The primary source of funding for 82 percent of California schools is the California Public School Library Act of 1998. Fundraising activities provide the second most important source of funding.
- **Electronic access to resources.** Seventy-eight percent of the 3,460 responding school libraries reported the use of an electronic catalog and automated circulation system. Eighty-six percent reported having access to the Internet. Internet access increases with grade levels: 87 percent of school libraries reported offering access at the elementary school level, 95 percent at the middle school level, and 98 percent at the high school level (CDE Online School Library Survey for 2002-03).
- **Need for books.** The Internet does not replace the need for books and often increases the demand for up-to-date library materials. Library resources come in various formats—both print and electronic—and are selected based on the best format for the intended user and use.
- **Library hours.** The average number of hours that a California school library is open to students is 29 hours per week. Seventy-seven percent of school libraries reported being open during breaks, 74 percent during lunch, and 66 percent before school. Only 12 percent of schools reported having the library available during summer school.

For Additional Information

Academic achievement and school libraries. For links to current research reports, summaries, and articles, including studies conducted in Colorado, Pennsylvania, Alaska, and Massachusetts, see <http://www.ala.org/aasl/resources/achievement.html>.

Check It Out! Assessing School Library Media Programs: A Guide for District Education Policy and Implementation Teams (1998) is designed by CDE to help districts

and schools assess their school libraries and the policies that guide them. It is available for purchase from CDE Press at 1-800-995-4099.

Comparative analysis of school libraries nationwide:

- Biennial statistical research project. Drs. Marilyn L. Miller and Marilyn L. Shontz.
Part I, "How Do You Measure Up: Expenditures for Resources in School Library Media Centers, FY 1997-98," *School Library Journal*, October 1999, pp. 50–59.
Part II, "Location Is Everything," *School Library Journal*, October 2000, pp. 50–60.
- Survey and analyses conducted by Drs. Marilyn L. Miller and Marilyn L. Shontz. "The SLJ Funding Survey: While Funding Takes a Hit, Libraries Expand Their Services," *School Library Journal*, (October 2003). Prior studies include:
Part I, "Small Change, Expenditures for Resources in School Library Media Centers, FY 1995-96," *School Library Journal*, October 1997, pp. 28–37.
Part II, "More Services, More Staff, More Money: A Portrait of a High-Service Library Media Center," *School Library Journal*, May 1998, pp. 28–33.
Part III, "The Wired School Library, Plug It In," *School Library Journal*, October 1998, pp. 27–31.

"Information Literacy Standards for Student Learning," developed as part of Information Power: Building Partnerships for Learning by the American Association of School Librarians and the Association for Educational Communications and Technology. See http://www.ala.org/aasl/ip_toc.html.

Library media teacher credential information. On the Web site <http://www.ctc.ca.gov>, click "Coded Correspondence" and select 00-0013 and "Services Credentials."

Locations of effective school library media programs in California. Visit the Web site <http://schoollibrary.org/pub/> and click on "Good Ideas."

No Child Left Behind Act and school libraries. A new brochure, "Your School Library Media Program and No Child Left Behind," was mailed to more than 78,000 elementary and middle school principals/administrators of public and private schools in the United States in late 2004. Developed by the American Association of School Librarians, the brochure describes the school library media teacher's role in helping schools meet the requirements of No Child Left Behind. To download a copy, go to the American Library Association Web site <http://www.ala.org/ala/aaslbucket/aaslnclbbrochure.htm>.

Planning for strong school library programs. For links to planning guides, rubrics, and related articles, see <http://www.ala.org/aasl/resources/assessment.html>.

California Department of Education, school library consultant, Barbara Jeffus (916) 319-0445. See information on California school libraries at <http://www.cde.ca.gov/ci/cr/lb>.

Educational Options in Public Schools

In 2003-04 California's public education system had more than 3,200 schools with one or more educational options programs—nearly one-third of these schools offered educational options exclusively. Approximately 413,200 students were enrolled in educational options.* Some of these educational options are programs or schools of choice, and some are programs or schools to which students are referred involuntarily. Many of the major educational options in California public schools are highlighted below.

The California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/eo> provides more complete information on educational options, including contacts for particular types of schools and programs. You may also call the Educational Options Office at (916) 322-5012 to find out more about the schools and programs covered in this section.

Some educational options and alternative programs are administered by other CDE offices and are described elsewhere in this *Fact Book*. A significant number of charter schools also serve as alternatives, and information about them may be found in the Charter Schools section.

CDE services for alternatives and options consist of (1) assisting districts to identify and make effective use of models that meet local requirements; (2) explaining legal options and rights; (3) processing requests for waivers; and (4) assisting with applications for new schools and for appropriate funding.

Alternative Schools and Programs of Choice

Education Code Section 58500 et seq. provides for district establishment of alternative schools and programs of choice that are entirely voluntary. Districts can seek waivers of any provision of the *Education Code* for these schools and programs from the State Superintendent of Public Instruction. Alternative schools and programs of choice can vary from open to structured and take many forms.

These schools and programs are often characterized by (1) responsiveness to learning and instructional style differences; (2) the positive consequences of being a school of choice; (3) low rates of violence, vandalism, and antisocial behavior; and (4) small unit size. The effective use of such instructional strategies as independent study, community-based education, focused or thematic education, and flexible scheduling enhances attendance and improves performance.

* This is the number of students reported for the California Basic Educational Data System (CBEDS) on a single day in October. However, because of the significant turnover of students in some educational options, this number significantly understates the actual number of students served in a given year.

Magnet Programs and Schools

In 2003-04 magnet programs were offered in 469 schools throughout California. Magnets are programs in schools or in an entire school that students and parents and guardians may choose instead of attending their local school. Many, but not all, magnet programs reflect a district strategy to achieve racial and ethnic balance by offering special opportunities in curriculum and instruction, generally with the benefit of federal funding.

Community Day Schools

Community day schools are a relatively new educational placement option, having first been implemented in 1996; they are operated by school districts and county offices of education. Community day schools serve mandatorily and other expelled students, students referred by probation or a School Attendance Review Board, and other high-risk youths. The 360-minute minimum instructional day includes academic programs as well as programs that focus on social skills, self-esteem, and resiliency. Community day schools are intended to have low student-teacher ratios. Learning support services include school counselors and psychologists, academic and vocational counselors, and pupil discipline personnel. Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youths.

In October 2003, approximately 220 districts and 20 county offices of education operated community day schools; it is anticipated that more community day schools will begin operation later in the 2004-05 school year. Approximately 9,900 students were enrolled in 318 community day schools in the 2003-04 school year. There is a significant turnover in community day school students as they transition in and out of community day schools throughout the year. Therefore, it is reasonable to expect that 25,000 students actually were served in community day schools during the 2003-04 school year.

Community Service Grant Program

The Community Service Grant Program (CSGP) provides statewide community service programs for suspended or expelled students that engage students in meaningful service activities. Community service is not punitive or compensatory, but rather rehabilitative and designed to help students apply the appropriate skills and behaviors they need to function as contributing community members. CSGP is part of the No Child Left Behind Act.

CDE awarded contracts to regional consortia that are hosted by a local educational agency (LEA). Lead LEAs are responsible for forming the consortia with collaborative partners that may include other LEAs, community/faith-based organizations, cities, counties, and public and private nonprofit schools.

Continuation Education

Continuation education, an educational option for students since 1919, is a high school diploma program to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their schooling. The Model Continuation High School Recognition program is a partnership between CDE and the California Continuation Education Association that identifies outstanding schools and creates a list of quality programs for school visitations.

Students enrolled in continuation education programs are often credit deficient. They may need a flexible educational environment because they are employed or fulfilling family obligations. An attendance day is 180 minutes. However, many continuation high school programs provide a wide spectrum of courses that exceed the minimum daily requirement. In addition to academic courses, the program emphasizes occupational or career orientation or a work-study schedule. Supplemental programs may include independent study, regional occupational programs, career counseling, and job placement and apprenticeship programs. In 2003-04 there were 521 continuation high schools.

County Community Schools

County community schools are operated by county offices of education to serve students who are expelled from their regular schools, who are referred by a School Attendance Review Board or at the request of the pupil's parent or guardian, who are referred by probation (pursuant to sections 300, 601, 602, 654 of the *Welfare and Institutions Code*), who are on probation or parole and are not in attendance in any school, or who are homeless.

A minimum day program for county community schools is 240 minutes. Students are provided with learning opportunities in academic skills, independent life skills, positive self-concepts, and effective relationships with others. Although many students graduate from county community schools, the programs are designed to help students transition to an appropriate educational, training, or employment setting upon the completion of their attendance in the county community school.

High-Risk Youth Education and Public Safety Program

This grant program allocates \$11 million annually to local educational agencies and county offices of education for after-school programming serving students who have been incarcerated or are first-time offenders. The Transitioning High-Risk Youth Program serves youths who have had a commitment to a youth facility for six months or more and have served at least 90 days of incarceration. The First-Time Offender Program serves youths fifteen years of age or younger, who have been placed on probation for their first offense. Thirteen counties currently operate more than 60 sites.

Home and Hospital Instruction

Home and Hospital Instruction helps students maintain continuity of instruction during their temporary disability. Any student with a temporary disability that makes attendance in the student's regular classes or other education program impossible or inadvisable must receive individual instruction provided by the student's school district.

"Temporary disability" means a physical, mental, or emotional disability incurred while a student is enrolled and after which a student can reasonably be expected to return to regular day classes or an educational options program without special interventions.

"Individual instruction" means instruction provided to a student in a hospital or other residential health facility, excluding in state hospitals, in the student's home, or under other circumstances prescribed by the State Board of Education.

Independent Study

Independent study was used by more than 98,500 full-time kindergarten through grade twelve (K–12) students in 2003-04. It is an alternative instructional strategy that responds to individual student needs and learning styles. Students are required to follow the district-adopted curriculum, and work is governed by a written agreement signed by the student, teacher, parent, and relevant others. Independent study is a voluntary option authorized under *Education Code* sections 51745 to 51749.3 and other sections, including 46300(e).

Independent study is available to students from kindergarten through high school, as well as to students in adult school who are taking courses to meet the requirements for a high school diploma. Independent study serves a wide variety of students, ranging from child actors and aspiring Olympic athletes to students at risk of dropping out. The flexibility of independent study makes it possible for some students to stay in school—students with health problems and students who are parents or who need to work. Other students choose independent study because it allows them to accelerate or move more slowly in some subjects, to make up ground they have missed in the classroom, or to delve more deeply into areas of special interest. In 2003-04, nearly 21,800 independent study students graduated from high school or passed a high school equivalency exam.

CDE encourages students and parents to consider independent study through the local public school system if they are looking for an alternative to classroom instruction. In October 2003, 1,457 schools reported students engaged in independent study—some of them educational options offering only independent study. For more information regarding program matters, contact the Educational Options Office. Questions about attendance accounting should be directed to the School Fiscal Services Division at (916) 322-3024.

CDE has published the *Independent Study Operations Manual* to provide information about legal requirements and program guidelines. Contact the CDE Press Sales Office at (800) 995-4099 to purchase a copy.

Juvenile Court Schools

Juvenile court schools provide an educational placement for students who are under the protection or authority of the juvenile court system and are incarcerated in juvenile halls, juvenile homes, day centers, juvenile ranches, juvenile camps, or regional youth educational facilities. Students are placed in juvenile court schools when they are referred and incarcerated by the juvenile court, including students who have been expelled from their school. County boards of education operate the juvenile court schools. A minimum day program for juvenile court schools is 240 minutes.

Opportunity Education Program

Opportunity Education schools, classes, and programs provide support for students who are habitually truant from instruction, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically. Opportunity Education provides a supportive environment with specialized curriculum, instruction, guidance, and counseling; psychological services; and tutorial assistance to help students overcome barriers to learning. It is not a permanent placement but is a short-term intervention to ensure that students will succeed when they return to their regular classrooms. Districts or county offices of education may establish Opportunity Education programs for students in grades one through twelve and can receive incentive funding to provide Opportunity Education for students enrolled in grades seven through nine. In October 2003, 416 schools reported students enrolled in Opportunity Education programs.

**Statewide Enrollment in Educational Options
1999-2000 Through 2003-04**

Program or School	Grade Level	2003-04	2002-03	2001-02	2000-01	1999-00
Continuation Classes	K-8	320	169	295	590	161
	9-12	63,986	63,173	64,849	66,253	64,153
Community Day Schools	K-8	2,662	2,704	2,759	2,394	1,930
	9-12	7,256	6,318	5,798	5,885	5,139
County Court & Community Schools	K-8	3,806	4,060	4,243	4,255	4,475
	9-12	29,686	30,388	32,535	33,545	34,533
Opportunity	1-8	3,486	4,422	5,251	4,782	3,677
	9-12	5,103	7,101	6,431	8,536	6,227
Magnet	K-8	120,335	121,981	128,045	134,074	143,230
	9-12	65,580	59,993	67,066	55,831	55,739
Independent Study	K-8	27,555	25,831	22,434	17,205	14,341
	9-12	71,040	70,506	63,582	58,155	56,993
Other Programs	K-8	7,431	12,612	10,720	12,217	10,540
	9-12	22,889	25,603	22,038	27,380	24,549
State Totals	K-8	162,633	167,719	169,504	171,262	173,879
	9-12	250,575	232,694	229,764	222,040	212,800

Note: These figures are based on CBEDS data, reflecting the number of students enrolled on a single day in October when CBEDS data are reported each year. Because of the turnover that occurs as students transition into and out of educational alternative placements throughout the year, the enrollment numbers in this table undercount, to an unknown but probably significant extent, the number of students actually served in these programs.

Note regarding table modifications: This table includes the new category, "County Court & Community Schools," and combines data that were previously reported for "Community and Experience-Based" programs under the "Other Programs" category. State totals are not the same as the sum of the numbers associated with the schools and programs because students enrolled in some schools are also counted in some programs.

Charter Schools

A charter school is a public school that may provide instruction in kindergarten through grade twelve . Parents, teachers, or community members may initiate a charter petition, usually approved by a local school district governing board. The law grants chartering authority to county boards of education and the State Board of Education in cases where a petition has been previously denied by a school district governing board.

The specific goals and operating procedures for a charter school are detailed in the agreement between the board and the organizers (the charter). Charter status frees the school from most state statutes and regulations that normally apply to school districts. The purpose of these schools is to improve student learning, encourage the use of different and innovative teaching methods, create new professional opportunities for teachers, and provide parents and students with expanded educational opportunities within the public school system. There are, however, a few restrictions on the establishment of charter schools:

- An existing private school may not be converted to a charter school.
- A charter school must be nonsectarian.
- A charter school may not discriminate, nor can it charge tuition.
- No pupil can be required to attend a charter school, nor can teachers be required to work in a charter public school.

California is only the second state in the nation to adopt charter school legislation, and its charter schools are rapidly growing in popularity. Currently, over 500 charter public schools and eight all-charter districts are operating in California. Approximately 19 percent of these are conversions of existing schools, and the other 81 percent are new start-up schools. Charter public schools are found throughout the state in 47 of California's 58 counties and in rural, suburban, and urban areas. Student populations are very diverse and tend to reflect the student populations of the districts in which the charter public schools are located. The numbers of students enrolled in charter public schools is still growing, with approximately 190,000 in 2004-05.

Innovative charter schools are providing programs that offer everything from an emphasis on foreign languages to performing and fine arts, and many develop partnerships with entities such as the California Conservation Corps, county government agencies, and local community colleges. Some schools offer a component placing middle school students in work experience settings, or they offer comprehensive family services. While most charter school students attend site-based programs with the look and feel of a traditional classroom, other students participate in programs with research-based alternative learning modalities, such as the Montessori or Waldorf methods, or programs that are tailored to the needs of the individual student, such as an independent study program. Charter public schools successfully operate dropout

recovery programs and can provide a second chance to expelled students wishing to pursue a California high school diploma.

For more information, contact the Charter Schools Division at (916) 322-6029; the Web site is <http://www.cde.ca.gov/sp/cs/>. The federal charter schools program link may be found at <http://www.uscharterschools.org>.

School Facilities

During the past ten years, California's school-age population grew by more than one million students, an increase of 20 percent. To provide schools for this increased number of students and modernize older schools, districts have funded school facilities through a combination of several sources, including state bonds, local bonds, special taxes (Mello-Roos and parcel taxes), developer fees, and the federal Qualified Zone Academy Bond Program (QZAB).

Public School Data 2003-04

Number of public schools	9,223
Number of classrooms	286,600
Number of classrooms over 25 years old	211,200 (74%)

Public K–12 Enrollment Growth 2004-09 (5 years)

(Based on Department of Finance 10/04 estimates of graded enrollment)

Estimated Public School Enrollment				
	2004-05	2009-10	Five-Year Change	Per Year
K–6	3,373,431	3,379,788	6,357	1,271
7–8	996,637	984,429	-12,208	-2442
9–12	1,918,013	2,037,340	119,327	23,865
Total	6,288,081	6,401,557	113,476	22,695

New Construction and Modernization Needs 2004-09

	Five-Year Need	Per Year
Construction needs for both state and local funds	\$12.13 billion	\$2.42 billion
Modernization needs	<u>3.95 billion</u>	<u>0.79 billion</u>
Total	\$16.08 billion	\$3.21 billion

New Classrooms Needed 2004-09

(Total of new classroom construction needs; based on 25 pupils per K–6 class and 27 per 7–12 class)

35,110 **7,023**

(19 per day)

Basic Construction Data

These are average costs based on the allowances provided in the State's School Facility Program. Costs will vary by location, the local building economy, and the type of facilities needed to support a district's educational program.

	Cost per student*	Students per school	Construction cost per school	Square feet per student	School site size (acres)**	Cost per square foot	Land cost at 25% of construction cost	Total cost (millions)
Elementary	\$13,538	600	\$8,122,800	71	9.6	\$191	\$2,030,700	\$10.15
Middle	\$14,424	1,000	\$14,424,000	85	21.9	\$170	\$3,606,000	\$18.03
High	\$18,346	1,800	\$33,022,800	92	44.5	\$199	\$8,255,700	\$41.28

* Costs based on twice the state share (as of September 22, 2004) provided in the "School Facility Program." Includes design fees, furniture, equipment, and construction.

** Based on the number of students per school and the guidelines in *School Site Analysis and Development, 2000 Edition*.

State General Obligation Bond History

1982	\$500 million	1992 (June)	\$1.9 billion
1984	\$450 million	1992 (Nov)	\$900 million
1986	\$800 million	1994 (June)	\$1 billion (failed by .4%)
1988 (June)	\$800 million	1996 (Mar)	\$2 billion
1988 (Nov)	\$800 million	1998 (Nov)	\$6.7 billion (for 4 years)
1990 (June)	\$800 million	2002 (Nov)	\$11.4 billion
1990 (Nov)	\$800 million	2004 (Mar)	\$10 billion

Propositions 47 and 55

In November 2002, the state's voters approved Proposition 47, authorizing \$13.05 billion in bonds for the repair and modernization of kindergarten to university school facilities. In March 2004, the voters approved \$12.3 billion for the same purposes.

Proposition 47 was approved by 58.9 percent of the voters, and Proposition 55 was approved by 50.6 percent of the voters.

The funds from Proposition 47 and 55 for K-12 public schools break down as follows:

Project Allocations	Proposition 47	Proposition 55
New Construction	\$6.25 billion	\$4.96 billion
Modernization	\$3.30 billion	\$2.25 billion
Critically Overcrowded Schools	\$1.70 billion	\$2.44 billion
Joint Use	\$0.05 billion (\$50 million)	\$0.05 billion (\$50 million)
Charter Schools	\$0.10 billion (\$100 million)	\$0.30 billion (\$300 million)

The state bond funds are allocated to K-12 school districts through the State Allocation Board (SAB). The Office of Public School Construction (OPSC) in the Department of General Services functions as staff to the SAB. Information regarding the allocation of Propositions 47 and 55 funds for K-12 schools can be accessed on the OPSC Web site at <http://www.opsc.dgs.ca.gov>.

The higher education funds are administered by the California Community College, California State University, and University of California systems.

Local School Bonds

Prior to the enactment of Proposition 39 on November 7, 1999, local school bonds had to be approved by two-thirds of a district's voters. Proposition 39 added the ability of districts to also seek local voter approval of 55 percent of the district's voters. Since the enactment of Proposition 39, the voters in school districts have approved over \$15.62 billion in local school bonds. Of this amount, \$10.18 billion was approved under the 55 percent vote requirements.

For more information, contact the School Facilities Planning Division at (916) 322-2470. See also <http://www.cde.ca.gov/ls/fa/sf/>.

Year-Round Education

As of June 2004, 21 percent of kindergarten through grade twelve public school students were attending 1,483 schools that operated year-round schedules in 176 school districts.

The effect, in terms of new school construction dollars saved as a result of multitrack, year-round education operation, is impressive. If 20 percent of the 884,250 multitrack, year-round education students are housed in excess of capacity at their school sites, then more than \$2.5 billion in construction costs is avoided by the state and local school districts.

Year-round education is an alternative way in which to construct the school calendar. Both traditional and year-round school calendars have approximately 180 days of instruction, or the same number of instructional minutes, but year-round calendars spread instructional and vacation periods throughout the year. For example, the most typical instructional/vacation year-round pattern is called the “60/20 calendar,” 60 days of instruction followed by 20 days of vacation, repeated three times during the school year.

Year-round education can be single-track or multitrack. A single-track, year-round calendar simply changes the instructional/vacation sequence of the school year. All the students and staff are in school or on vacation at the same time. But a multitrack, year-round calendar does something quite different. It divides the entire student body and staff into four or five different tracks. A school using a four-track system has, at any one time, three of the four tracks attending school while the fourth track is on vacation. When the fourth track of students returns from vacation, another track leaves. Thus, the student population rotates in and out of school, one track replacing another on vacation, which allows the enrollment of the school to exceed its capacity.

It is possible to have a three-track, multitrack, year-round education calendar, called a Concept 6 calendar. Because this calendar has only 163 instructional days per year, schools presently using Concept 6 have until 2012 to find alternative ways to house students in excess of capacity. Schools not using Concept 6 calendars cannot adopt this calendar.

Possible advantages associated with single-track, year-round education include its potential to improve academic achievement by eliminating summer regression; relieve teacher and student burnout; provide new opportunities for teacher training; and offer frequent remedial and enrichment programs during intersessions. However, as administrators try to achieve these potential benefits, they are faced with a number of challenges. For example, coordinating family vacations, maintaining full extracurricular and athletic programs, and lengthening the instructional year require sophisticated and sensitive planning.

For more information, contact Thomas Payne, School Facilities Planning Division, at (916) 322-6249.

Summary of Year-Round Education (YRE) Programs for 2004

Number of school districts in California	1,059
Number of schools districts utilizing YRE programs	176
Number of public schools utilizing YRE programs	1,483

Statistical Information on Kinds of Year-Round Programs

Number of single-track schools	674
Enrollment in single-track schools (7% of state enrollment)	435,418
Number of multitrack schools	809
Enrollment in multitrack schools (14% of state enrollment)	884,250
Total enrollment (21% of state enrollment)	1,319,668
Number of districts with single-track programs	117*
Number of districts with multitrack programs	91*

Number of Public Schools Utilizing YRE Programs, by Grade Level

Elementary	1,180
Middle/junior high	150
High	72
Other	81

Percentage of Public School Students Enrolled in YRE Programs

1989 – 8%	1997 – 22%
1990 – 13%	1998 – 23%
1991 – 23%	1999 – 23%
1992 – 25%	2000 – 22%
1993 – 18%**	2001 – 22%
1994 – 20%	2002 – 22%
1995 – 21%	2003 – 22%
1996 – 21%	2004 – 21%

*Districts may use both plans.

**Reflects conversion of Los Angeles Unified School District's single-track schools to traditional calendars.

Class Size

A major reform implemented in California public schools in 1996 was class size reduction (CSR) for kindergarten through grade three. In addition, the Morgan-Hart CSR program for high schools, which began in 1989 to serve a limited number of high schools (grades nine through twelve), was amended in 1998 to fund all ninth graders in two core subject areas. These programs continue to be voluntary. Penalties exist for schools that exceed maximum class size limits.

K–3 Class Size Reduction (State Program)

The kindergarten-through-grade-three (K–3) CSR program was implemented to increase student achievement, particularly in reading and math, by decreasing class size. It is an incentive program in which districts decide whether and how much to participate.

The 2004-05 school year has \$1.7 billion available for the state CSR program. There are two CSR implementation options:

Option 1: Full day

- One certificated teacher for each class of 20 or fewer pupils
- \$928 per pupil

Option 2: Half-day

- One certificated teacher for every 20 pupils for at least one-half of the instructional minutes offered per day, with the primary focus on instruction in reading and mathematics
- \$464 per pupil

The state CSR program also has the following key elements:

- Each class must average 20.44 (using daily enrollment) or fewer pupils from the first day of school through April 15.
- Classes must have certificated teachers only—no aides.
- Four grades may participate at each school (K–3).
- Priority order must be followed: first priority is grade one; second priority is grade two; third priority is kindergarten and/or grade three.
- Staff development must be provided for newly participating teachers.
- Districts are subject to an annual independent audit process.
- Districts with only one school serving K–3 pupils and no more than two classes per grade level may have up to 22 pupils per K–3 class as long as the average for all

participating classes at that school is 20 pupils and the district's governing board has certified that the school has no other option.

For more information, contact Lynn Piccoli, K–3 Class Size Reduction Program, at (916) 323-3926, or visit the Web site at <http://www.cde.ca.gov/ls/cs/>.

Morgan-Hart Class Size Reduction Program

This program provides incentive funding for school districts to reduce ninth-grade class size to an average of 20 students to one teacher in English classes and in one additional subject (mathematics, science, or social studies). Individual schools within the district may select the second core subject area.

The Morgan-Hart program was established in 1989 and was amended by Senate Bill 12 (Chapter 334) of 1998 to focus CSR on ninth grade. Funding is determined annually in the state Budget Act, which provided \$184 per student for 2004-05. Districts must reapply each year. In 2003-04, 716 schools in 248 districts participated in the program.

Participating courses must count toward completion of graduation requirements. Each participating school must certify that CSR classes have an average ratio of 20 students (or fewer) to one teacher, and no CSR class may exceed 22 students. Special education pupils enrolled in special day classes on a full-time basis are excluded.

Additional information may be obtained from the Web site at <http://www.cde.ca.gov/ls/cs/mh/> or by contacting John Merris-Coots, High School Initiatives/Career Education Office, at (916) 319-0461.

Class Size Penalties

Education Code sections 41376 and 41378 prescribe the maximum class sizes and penalties for districts with any classes that exceed the following limits:

- Kindergarten—average class size not to exceed 31 students; no class larger than 33 students
- Grades one through three—average class size not to exceed 30 students; no class larger than 32 students
- Grades four through eight—current fiscal year average number of pupils per teacher not to exceed the greater of the statewide average number of pupils per teacher in 1964 (29.9) or the district's average number of pupils per teacher in 1964

The intent of these laws is to encourage the reduction of class size and the ratio of pupils to teachers. In the past, school districts that incurred a class size penalty were able to submit waiver requests to the State Board of Education and, if the State Board approved the waiver, the penalty was adjusted. *Education Code* Section 41344 (Chapter 78, Statutes of 1999) established an audit review panel that makes the waiver review process far more stringent.

Class size penalties are determined from information reported in CDE's "Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades" in the principal apportionment attendance software located at <http://www.cde.ca.gov/fg/sf>. The report includes enrollment information through the last full school month ending on or before April 15 and is due to CDE by early May.

Class size penalties will be applied at the Second Principal Apportionment in June. Penalty computations result in the amount of average daily attendance multiplied by the district's base revenue limit. The resulting dollar amount is reduced from the Second Principal Apportionment.

For further information on class size penalties, contact Shelley Goode, Principal Apportionment Unit, at (916) 324-4530, or at sgoode@cde.ca.gov.

**Number of Teachers and
Average Size of K-3 Classes in
California Public Schools, 2002-03 and 2003-04**

2002-03

	Kindergarten	Grade 1	Grade 2	Grade 3
Average class size*	19.0	19.2	19.1	19.4
Number of full-time-equivalent teachers	23,299.4	23,016.1	23,020.9	23,270.3

2003-04

	Kindergarten	Grade 1	Grade 2	Grade 3
Average class size*	19.6	19.3	19.2	19.8
Number of full-time-equivalent teachers	22,460.8	22,659.2	22,531.6	22,546.2

*Self-contained classrooms only

Administrator-Teacher Ratio

Education Code sections 41401–41407 limit the ratio of administrators to teachers in public school districts and require that compliance be subject to the annual audit conducted pursuant to Section 41020. Based on the findings of the audit, the State Superintendent is required to impose a financial penalty on those districts that employ more administrators than allowed, unless the penalty is waived by action of the State Board of Education. The number of administrators allowed in any school district varies by type of district. The statutory maximum ratios are as follows:

Type of School District	Administrators Allowed per 100 Teachers
Unified	8 administrators
Elementary	9 administrators
High	7 administrators

The financial penalty for exceeding the allowed ratio is calculated by multiplying the average district administrative salary by the number of administrators in excess of the statutory limit, then multiplying this product by the percentage of district income provided by state aid.

For more information, contact Julie Klein, School Fiscal Services Division at (916) 323-1314.

2004-05 Education Budget

On July 31, 2004, Governor Arnold Schwarzenegger signed the 2004 Budget Act, Senate Bill 1113 (Chapter 208, Statutes of 2004). This measure, along with various budget trailer bills, sets the conditions for allocating state funds for California public schools through June 30, 2005.

The budget authorizes a total spending plan of over \$105.4 billion, including \$78.7 billion from the state General Fund. The budget package addresses the state's multi-billion dollar General Fund budget shortfall through a combination of \$4 billion in program cuts, \$4.4 billion in "cost avoidance," \$2.1 billion in loans and borrowing, \$1.6 billion in funding shifts, and \$1.8 billion in transfers and other revenues. The budget package includes the use of \$11.3 billion of the \$15 billion in economic recovery bonds authorized by the voters in March 2004 and \$1.2 billion in bond proceeds related to newly approved tribal gaming compacts.

K-12 Education Highlights

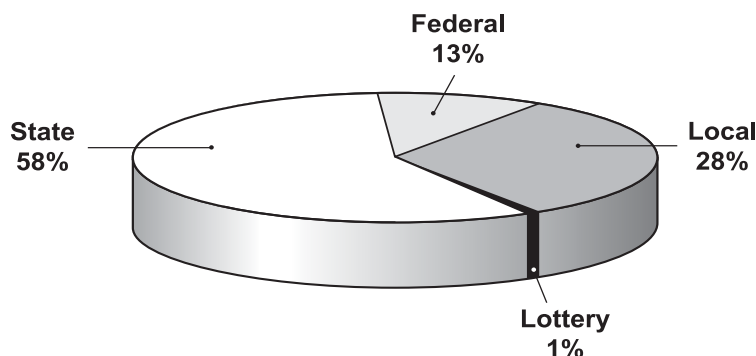
Table 1 and Chart 1 summarize the total funding for kindergarten through grade twelve (K-12) education from all sources in 2004-05. The table shows that the budget projects a total funding of \$58.9 billion. Including all fund sources, the budget provides funds of \$9,528 per pupil in 2003-04 and \$9,811 per pupil in 2004-05, an increase of \$283, or 3 percent, over the revised 2003-04 per-pupil amount.

Table 1 - Funding for K-12 Education
All Sources and Proposition 98 (in Thousands)

Sources of Funding	Funding from All Sources	Proposition 98 Sources
State General Fund	\$34,050,000	\$30,873,601
State Lottery	793,400	—
Other State Funds	85,800	—
Federal Funds	7,572,800	—
Local Property Tax	11,441,100	11,213,733
Local Debt Service Tax	1,195,500	—
Other Local Funds	3,794,900	—
Total	\$58,933,500	\$42,087,334

Note: Includes funds for California Department of Education state operations, state special schools, state school facilities bond repayments, state contributions to the State Teachers Retirement System, State Library, and Commission on Teacher Credentialing.

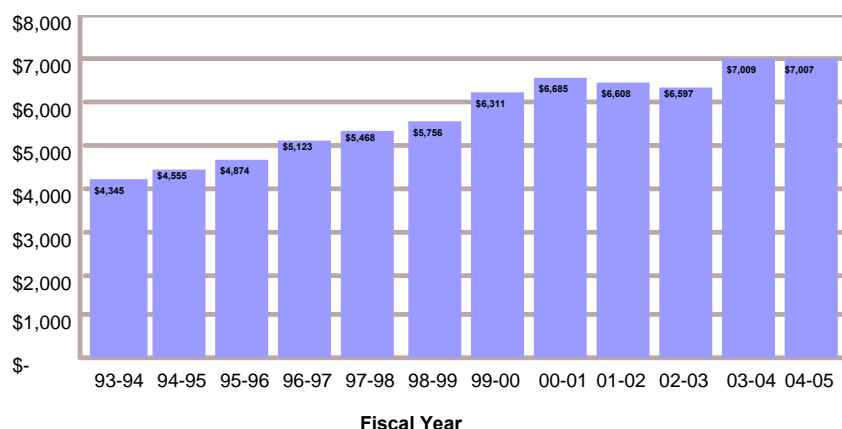
Chart 1 • Sources of Funding for California Schools



Focusing on Proposition 98 funding for K–12 education, the budget assumes spending of \$41.7 billion (state and local funds) in 2003-04 and provides \$42.1 billion in 2004-05 for K–12 education under Proposition 98. The funding level for 2003-04 is \$455 million above the budget for that year enacted in July 2003. The funding level for 2004-05 is \$145 million higher than the amount proposed in January 2004 and \$833 million higher than the 2003-04 budgeted level.

Chart 2 shows the trend in Proposition 98 funding per pupil in K–12 schools from 1993-94 through 2004-05. The chart shows that, under the 2004 Budget Act, schools will receive Proposition 98 fund averaging \$7,009 per pupil in average daily attendance (ADA) in 2003-04 (slightly above the 2003-04 Budget Act level of \$7,002) and \$7,007 in 2004-05 (slightly below the revised 2003-04 level).

Chart 2 • Proposition 98 Funding per Pupil



In addition to Proposition 98 funds, the budget package includes one-time funds for K–12 education in 2004-05. These funds are reverted from previous Proposition 98 appropriations and must be spent for Proposition 98 purposes, but they do not count in the Proposition 98 totals. The 2004-05 funding level from this source is \$578.7 million.

2004-05 Proposition 98 Funding Changes

The major 2004-05 changes are shown in Table 2. The changes include:

- Decreased expenditures of \$1 billion due to a net reduction in deferral costs
- Decreased expenditures of \$468 million due to fund shifts and program reductions
- Increased expenditures of \$1.5 billion to fund ADA growth and a 2.41 percent cost-of-living adjustment (COLA) for revenue limits and most categorical programs
- Increased expenditures of \$270 million for revenue limit deficit reduction, \$109.9 million for school district revenue limit equalization, and \$120.1 million to fund increases in unemployment insurance rates
- Increased expenditures of \$188 million for instructional materials
- Increased expenditures of \$173.4 million for deferred maintenance
- Increased expenditures of \$188 million in one-time funding specifically to satisfy the settlement of the *Williams* lawsuit

Table 2 - 2004-05 Proposition 98 Changes

Compared to 2003-04 Enacted Budget (in Millions)

	One-Time Funds	Ongoing Funds
Fund shifts and other savings		
Net reduction of deferral costs		-\$1,048.3
One-time funds used for ongoing programs	\$218.1	-218.1
Special education federal funding increase		-126.6
Beginning teacher support and assessment, reduced participation		-46.6
Class size reduction K-3, reduced participation		-46.4
Miscellaneous other changes	101.6	-18.2
Subtotal	\$319.7	-\$1,504.2
Growth		508.5
COLA		979.9
Williams lawsuit settlement		
Instructional materials	138.0	
School facilities needs assessments	25.0	
County office of education oversight and review	15.0	
School facilities emergency repair	5.0	
Revolving account for textbook purchases	5.0	
Subtotal	\$188.0	
Program increases		
Revenue limit deficit factor reduction		270.0
Instructional materials		188.0
Deferred maintenance	12.6	160.8
Unemployment insurance		120.1
Equalization		109.9
Subtotal	\$12.6	\$848.8
Prior-year mandate claims	58.4	
Total	\$578.7	\$833.0

The 2004-05 budget eliminates funding for the following programs that were funded in 2003-04:

- Local Arts Education Partnership (Arts Work Grants), \$6 million
- Academic Improvement and Achievement Act, \$5 million
- Early Intervention for School Success, \$2.2 million
- School-to-Career Partnerships, \$1.7 million

The budget continues to defer over \$1.5 billion in accumulated state mandate reimbursement obligations indefinitely. However, the budget does provide \$58.4 million from one-time funds to partially fund prior years' state obligations for K–12 education mandates.

2004-05 Federal Funding Changes

The 2004-05 budget includes the following significant increases in federal funds:

- \$140 million for special education, of which \$126.6 million is used to offset state General Fund costs for growth and COLA
- \$120 million increase to Title I funding, most of which is passed through to school districts
- \$67 million in federal support for low-performing schools, set aside pending legislation creating a school district accountability system

For more information, contact the Fiscal Administrative Services Division at (916) 445-0541.

State Lottery

Since the California State Lottery began in 1985, 50 percent of the sales revenue from the lottery has been distributed as prizes. Less than the legal maximum of 16 percent has been used to administer the games. Public education from kindergarten through graduate school has received more than the required minimum 34 percent. The law authorizing the lottery requires school districts to use lottery funds “exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research, or any other non-instructional purpose.”

Although the public still perceives the lottery as making a significant difference in the funds available for education, the lottery actually provides about 1 percent of the total kindergarten through grade twelve (K–12) funding. While the lottery revenue is appreciated, it is a minor source that cannot be expected to provide major improvements in K–12 education.

In March 2000 voters passed Proposition 20, known as the Cardenas Textbook Act of 2000. Proposition 20 provides that, beginning in fiscal year 1998-99, one-half of statewide growth in lottery funds for education over the level set in the 1997-98 fiscal year must be allocated to school districts and community colleges for the purchase of instructional materials.

In the 2003-04 fiscal year, the amount apportioned to schools was \$114.94 per pupil in average daily attendance (ADA) for unrestricted lottery revenues and \$17.27 per ADA for Proposition 20 revenues. It is estimated that a total of \$121 per ADA will be provided to schools for 2004-05, of which \$109 per ADA will be unrestricted and \$12 per ADA will be restricted for Proposition 20.

For further information on the lottery, contact Janet Finley, School Fiscal Services Division, at (916) 323-5091.

K-12 Lottery Revenue Allocations Prior-Year Apportionments

Fiscal Year apportioned		Total K-12 amounts ADA	Amount per ADA
1985-86 (adjusted)		\$557,864,294	\$125.67
1986-87 (adjusted)		\$410,929,501	\$89.68
1987-88 (adjusted)		\$650,632,958	\$138.78
1988-89 (adjusted)		\$850,350,052	\$176.08
1989-90 (adjusted)		\$772,667,944	\$154.47
1990-91		\$645,693,335	\$128.64
1991-92		\$400,916,184	\$76.55
1992-93		\$495,657,472	\$92.51
1993-94		\$550,773,441	\$101.70
1994-95		\$634,610,267	\$116.38
1995-96		\$684,408,770	\$123.64
1996-97		\$612,215,882	\$107.82
1997-98		\$674,026,057	\$115.52
1998-99	Non-Proposition 20	\$701,760,704	\$114.69*
	Proposition 20	\$ 27,529,090	\$ 4.50*
	Total	\$729,289,794	\$119.19
1999-00	Non-Proposition 20	\$721,319,350	\$117.88
	Proposition 20	\$ 45,846,953	\$ 7.49
	Total	\$767,166,303	\$125.37
2000-01	Non-Proposition 20	\$786,135,957	\$126.10
	Proposition 20	\$113,586,258	\$ 18.22
	Total	\$899,722,215	\$144.32
2001-02	Non-Proposition 20	\$758,473,885	\$119.69
	Proposition 20	\$ 97,821,427	\$ 15.44
	Total	\$856,295,312	\$135.13
2002-03	Non-Proposition 20	\$730,939,221	\$112.67
	Proposition 20	\$ 81,151,339	\$ 12.51
	Total	\$812,090,560	\$125.18
2003-04	Non-Proposition 20	\$757,654,246	\$114.94
	Proposition 20	\$113,820,206	\$ 17.27
	Total	\$871,474,452	\$132.21

Prepared by the California Department of Education, School Fiscal Services Division, November 2004.

Note: Adjusted amounts include adjustments for prior year revenues and actual ADA. Unadjusted amounts are the amounts apportioned for that year based on prior year ADA.

*Adjusted for the retroactive re-designation of amounts restricted for Proposition 20.

Statewide 2002-03 Average Salaries and Expenditure Percentages

The State Superintendent of Public Instruction (SSPI) is required by *Education Code* Section 41409(c) to provide annually to each school district, for use in the school accountability report card (SARC), the statewide salary averages for teachers and administrators and the statewide percentage of expenditures spent on personnel in the following categories:

1. Beginning, midrange, and highest salary paid to teachers
2. Salaries of school-site principals
3. Salaries of district superintendents
4. Percentage of expenditures allocated to salaries of teachers
5. Percentage of expenditures allocated to salaries of administrative personnel

Existing law also requires the SSPI to group the statewide salary averages and percentage of expenditures by district type (elementary, high, and unified) and by size based on regular annual average daily attendance.

Every school district, except for kindergarten through grade twelve districts with a single school, must include in its SARC (*Education Code* Section 41409.3) the statewide averages and expenditure percentages provided by the SSPI along with its salaries and expenditure percentages for comparative purposes.

Additional SARC information is available on the CDE Web site

<http://www.cde.ca.gov/ta/ac/sa/>.

For additional assistance, contact either the Office of Financial Accountability and Information Services at (916) 322-1770 regarding fiscal information or the Office of Policy and Evaluation at (916) 319-0421 regarding program information.

Elementary School Districts

2002-03 Statewide Average Salaries and Expenditure Percentages
for the School Accountability Report Card

Statewide Averages	Elementary School District		
	Small ADA <1,000	Medium ADA 1,000 to 4,999	Large ADA ≥5,000
Beginning Teacher Annual Salary	\$34,480	\$35,949	\$37,951
Midrange Teacher Annual Salary	\$50,405	\$55,680	\$61,262
Highest Teacher Annual Salary	\$60,239	\$69,175	\$74,414
School-Site Principal Annual Salary	\$78,036	\$86,986	\$94,506
District Superintendent Annual Salary	\$101,078	\$118,606	\$140,715
Percentage Allocated for Administrative Salaries	6.21%	5.93%	5.51%
Percentage Allocated for Teacher Salaries	39.10%	42.52%	44.63%

High School Districts

2002-03 Statewide Average Salaries and Expenditure Percentages
for the School Accountability Report Card

Statewide Averages	High School District		
	Small ADA <1,000	Medium ADA 1,000 to 3,999	Large ADA ≥4,000
Beginning Teacher Annual Salary	\$35,005	\$36,423	\$37,434
Midrange Teacher Annual Salary	\$50,416	\$56,732	\$61,368
Highest Teacher Annual Salary	\$62,126	\$72,944	\$77,698
School-Site Principal Annual Salary	\$81,529	\$94,302	\$105,392
District Superintendent Annual Salary	\$102,976	\$119,774	\$154,991
Percentage Allocated for Administrative Salaries	5.53%	6.21%	5.28%
Percentage Allocated for Teacher Salaries	35.53%	37.67%	38.36%

Unified School Districts

2002-03 Statewide Average Salaries and Expenditure Percentages
for the School Accountability Report Card

Statewide Averages	Unified School District				
	ADA <1,500	ADA 1,500 to 4,999	ADA 5,000 to 9,999	ADA 10,000 to 19,999	ADA ≥20,000
Beginning Teacher Annual Salary	\$33,128	\$34,793	\$36,096	\$35,155	\$36,856
Midrange Teacher Annual Salary	\$50,522	\$52,959	\$56,626	\$57,318	\$58,263
Highest Teacher Annual Salary	\$60,508	\$67,258	\$70,684	\$72,153	\$72,665
School-Site Principal Annual Salary	\$76,908	\$85,576	\$94,011	\$96,704	\$100,189
District Superintendent Annual Salary	\$96,787	\$115,648	\$136,519	\$150,248	\$177,295
Percentage Allocated for Administrative Salaries	6.36%	5.88%	5.75%	5.34%	5.12%
Percentage Allocated for Teacher Salaries	35.87%	40.58%	42.61%	42.93%	41.55%

Average Salaries of Public School Teachers, 2002-03

2000-01 Rank	2001-02 Rank	2002-03 Rank	State	Average Annual Salary	2000-01 Rank	2001-02 Rank	2002-03 Rank	State	Average Annual Salary
3	1	1	California	\$56,283*	22	24	26	Nevada	\$41,795*
2	2	2	Connecticut	\$55,367	28	31	27	Vermont	\$41,491
1	3	3	New Jersey	\$54,158	39	26	28	Arizona	\$40,894*
5	4	4	Michigan	\$53,563*	31	27	29	South Carolina	\$40,362
4	5	5	New York	\$53,017	29	30	30	Florida	\$40,281*
10	9	6	Illinois	\$51,475	37	29	31	Idaho	\$40,148
6	6	7	Pennsylvania	\$51,428	26	32	32	Texas	\$39,974
8	8	8	Rhode Island	\$51,076*	32	33	33	Tennessee	\$39,677
11	7	9	Massachusetts	\$50,519	35	34	34	Iowa	\$39,059
12	11	10	Delaware	\$50,772	34	36	35	Kentucky	\$38,981
7	13	11	District of Columbia	\$50,763	42	37	36	Wyoming	\$38,838
9	10	12	Alaska	\$49,685	38	39	37	Maine	\$38,518
13	12	13	Maryland	\$49,677	41	43	38	West Virginia	\$38,481
20	14	14	Oregon	\$47,600	36	38	39	Utah	\$38,268
			United States	\$45,891*	30	40	40	Alabama	\$38,246
16	16	15	Georgia	\$45,533	45	46	41	Nebraska	\$37,896
15	17	16	Ohio	\$45,490	40	41	42	Kansas	\$37,795
14	15	17	Indiana	\$44,966	43	42	43	Arkansas	\$37,753*
18	18	18	Washington	\$44,958	33	35	44	Missouri	\$37,655
17	22	19	Minnesota	\$44,745	47	45	45	Louisiana	\$37,166
24	20	20	Hawaii	\$44,464	46	44	46	New Mexico	\$36,965
23	23	21	Virginia	\$43,152*	48	48	47	Montana	\$35,754
21	19	22	North Carolina	\$43,076	44	47	48	Oklahoma	\$34,877
19	21	23	Wisconsin	\$42,775	49	49	49	Mississippi	\$34,555*
25	25	24	Colorado	\$42,679	50	50	50	North Dakota	\$33,869
27	28	25	New Hampshire	\$41,909	51	51	51	South Dakota	\$32,416

Source: National Education Association research estimates database 2004 (Table C-11)

*NEA estimate

Private Instruction

Private Schools

Children who are instructed in a private, full-time day school are exempt from public school attendance (*Education Code* Section 48222). Private schools must offer instruction in the several branches of study required in the state's public schools:

- Course of study for grades one through six—English, mathematics, social science, science, fine arts, health, and physical education (*Education Code* Section 51210)
- Course of study for grades seven through twelve—same as above plus foreign language, applied arts, vocational education, and driver education (*Education Code* Section 51220)

There is no requirement in the *Education Code* for a teacher in a private school to hold a state teaching credential. Private school authorities are required to obtain a criminal record summary on every applicant for employment in a position requiring contact with minor pupils except a parent or legal guardian working exclusively with his or her children. This law was amended substantially, effective September 30, 1997, and has been amended significantly since then. Private school authorities can no longer employ a person before the criminal record summary is received, and they cannot employ an applicant who has been convicted of a serious or violent felony unless the applicant has a certain certificate of rehabilitation and a pardon. Private schools are also prohibited from hiring any person who would be prohibited from employment by a public school district pursuant to any provision of the *Education Code* because of his or her conviction for any crime. On and after July 1, 1999, no person who would be prohibited from employment by a private school because of his or her criminal conviction record may own or operate a private school offering instruction on the elementary or high school level. (*Education Code* Section 44237, as amended, provides further information regarding these restrictions on hiring and private school ownership or operation.) Persons possessing a valid California teaching credential, and certain others specified in the statute, are exempted from this requirement because the criminal record check is part of the credentialing process.

The California Department of Education is not empowered to license, evaluate, recognize, approve, or endorse any private elementary or secondary school or course. The State of California does not accredit public or private schools. Some schools, however, have elected to be accredited by the Western Association of Schools and Colleges (WASC). For information regarding whether a specific private school has been accredited by WASC, call (650) 344-4805. Private school owners/administrators are subject to local city and county ordinances (e.g., health, safety, zoning, business license, and so forth) that may be applicable to the operation of private schools.

California private schools serving kindergarten through grade twelve are required by state law to file an informational affidavit with the School Improvement Division of the California Department of Education each year between October 1 and October 15. In the 2003-04 school year, 3,751 private elementary schools and high schools (with six or more students), enrolling 599,605 students, filed affidavits. This affidavit is not a license. The affidavit is necessary for the pupil's exemption from public school and for the school to be eligible to receive the appropriate records from the pupil's last school of attendance. School districts have the responsibility to ensure that all school-age children in the district either are in attendance at a public school or are legally exempt. For further information, contact the Elementary Education Office at (916) 319-0878.

The California Private School Directory lists all private schools with an enrollment of six or more that have filed the informational affidavit. It is published annually online at <http://www.cde.ca.gov/sp/ps/rq>.

Tutoring

Tutoring is a statutory exemption from the compulsory public school attendance law (*Education Code* sections 48200 and 48224). The tutor (who may be any person, including a parent/guardian) must have a valid teaching credential for the grade level being taught, and instruction must be in the branches of study required in the public schools. Tutoring must be provided for at least three hours per day for at least 175 days per year.

Private School Enrollment as a Percent of Total Enrollment in California Schools, 1992-93 Through 2003-04

Year	Total	Enrollment		Public enrollment as percent of total
		Public school	Private school*	
2003-04	6,898,379	6,298,774	599,605	91.3
2002-03	6,853,886	6,244,403	609,483	91.11
2001-02	6,778,994	6,147,375	631,619	90.68
2000-01	6,699,459	6,050,895	648,564	90.32
1999-00	6,592,414	5,951,612	640,802	90.28
1998-99	6,472,857	5,844,111	628,746	90.29
1997-98	6,349,968	5,727,303	622,665	90.19
1996-97	6,227,976	5,612,965	615,011	90.13
1995-96	6,069,802	5,467,224	602,578	90.07
1994-95	5,930,864	5,341,025	589,839	90.05
1993-94	5,841,520	5,267,277	574,243	90.17
1992-93	5,749,791	5,195,777	554,014	90.36

Source: CBEDS data collection, Educational Demographics, October 2003 and 2003-04 Private School Affidavits.

* Includes only private schools with six or more students.

For additional information related to private schools, go to <http://www.cde.ca.gov/sp/ps/rq>.

Helpful Contacts for Education Information

The agencies listed in this section can answer many questions about their respective areas of interest. They are also a source of various points of view on education-related issues.

Association of California School Administrators (ACSA)

Karen Staph-Walters, Media Relations
Executive
1517 L Street
Sacramento, CA 95814
916/444-3216; FAX 916/444-1085
<http://www.acsa.org>

Bureau for Private Postsecondary and Vocational Education

Patrick Dorais, Deputy Chief
400 R Street, Suite 5000
Sacramento, CA 95814-6200
Mail: P.O. Box 980818
West Sacramento, CA 95798-0818
916/445-3427; FAX 916/323-6571
<http://www.bppve.ca.gov>

California Association for Counseling and Development (CACD)

543 Vista Mar Avenue
Pacifica, CA 94044
650/359-6916; FAX 650/359-3089
<http://www.cacd.org>

California Association of School Business Officials (CASBO)

Kevin Gordon, Executive Director
600 N. 10th Street, Suite 150
Sacramento, CA 95814
916/447-3783; FAX 916/447-3794
<http://www.casbo.org>

California Association of School Counselors

Loretta Whitson, Executive Director
P.O. Box 90334
San Bernardino, CA 92427
909/815-5222
<http://www.schoolcounselor-ca.org>

California Association of School Psychologists (CASP)

Suzanne Fisher, Executive Director
1400 K Street, Suite 311
Sacramento, CA 95814
916/444-1595; FAX 916/444-1597
<http://www.casponline.org>

California Association of Supervisors of Child Welfare and Attendance (CASCWA)

Debbie Morris, President
670 Dixieanne Ave.
Sacramento, CA 95815
916/263-8307; FAX 916/263-8521
<http://www.cascwa.org>

California Business Roundtable

William Hauck, President
1215 K Street, Suite 1570
Sacramento, CA 95814
916/553-4093; FAX 916/553-4097
<http://www.cbrt.org>

California Chapter, National Association of Social Workers (NASW)

Sylvia Rodriguez Andrew, President
800/538-2565
<http://www.naswca.org>

California Commission on Teacher Credentialing

Sam Swofford, Executive Director
1900 Capitol Avenue
Sacramento, CA 95814
916/445-7254 or 888/921-2682;
FAX 916/324-6064
<http://www.ctc.ca.gov>

California Community Colleges

Jamillah Moore, Public Relations
1102 Q Street
Sacramento, CA 95814-6511
916/323-5951; FAX 916/322-4783
<http://www.cccco.edu>

**California Congress of Parents, Teachers,
and Students, Inc. (PTA)**

Dinah Showman, Vice President of
Communications
930 Georgia Street
Los Angeles, CA 90015
213/620-1100; FAX 213/620-1411
<http://www.capta.org>

**California County Superintendents
Educational Services Association
(CCSESA)**

Glen Thomas, Executive Director
1121 L Street, Suite 510
Sacramento, CA 95814
916/446-3095; FAX 916/448-7801
<http://www.ccsesa.org>

California Federation of Teachers (CFT)

Mary Bergan, President
1 Kaiser Plaza, Suite 1440
Oakland, CA 94612
510/832-8812; FAX 510/832-5044
<http://www.cft.org>

Judith Michaels, Legislative Director
1127 11th Street, Suite 806
Sacramento, CA 95814
916/446-2788; FAX 916/446-2401

California Interscholastic Federation (CIF)

Marie Ishida, Executive Director
333 Hegenberger Road, Suite 511
Oakland, CA 94621-1462
510/639-4445; FAX 510/639-4449
<http://www.cifstate.org>

**California Postsecondary Education
Commission (CPEC)**

Murray Haberman, Executive Director
1303 J Street, Suite 500
Sacramento, CA 95814-2938
916/445-7933; FAX 916/327-4417
<http://www.cpec.ca.gov>

**California School Boards Association
(CSBA)**

Scott Plotkin, Executive Director
3100 Beacon Boulevard
West Sacramento, CA 95691
Mail: P.O. Box 1660
West Sacramento, CA 95691-1660
916/371-4691 or 800/266-3382;
FAX 916/371-3407
<http://www.csba.org>

**California School Employees Association
(CSEA)**

Clyde Rivers, Association President
2045 Lundy Avenue
San Jose, CA 95131
Mail: P.O. Box 640
San Jose, CA 95106
408/473-1000 or 800/632-2128;
FAX 408/954-0948 or 408/432-6249
<http://www.csea.com>

**California School Nurses Organization
(CSNO)**

801 12th Street, Suite 230
Sacramento, CA 95814
916/448-5752 or 888/268-2766;
FAX 916/448-5767
<http://www.csno.org>

**California School Public Relations
Association (CalSPRA)**

Joan Sieczkowski, President
Contra Costa County Office of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523
925/942-3429; FAX 925/942-3480
<http://www.calspra.org>

California State University System (CSUS)

Colleen Bentley-Adler, Director of Public Affairs
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210
562/951-4800; FAX 562/951-4861
<http://www.calstate.edu>

California Teachers Association (CTA)

Becky Zogalman, Communications Manager
1705 Murchison Drive
Burlingame, CA 94010
650/697-1400; FAX 650/552-5002
<http://www.cta.org>

Joe Nunez, Associate Executive Director for
Government Affairs
1118 10th Street
Sacramento, CA 95814
916/325-1500; FAX 916/325-1581

Children Now

Ted Lempert, President
1212 Broadway, 5th Floor
Oakland, CA 94612
510/763-2444; FAX 510/763-1974
<http://www.childrennow.org>

**Council of Chief State School Officers
(CCSSO)**

David P. Driscoll, President
One Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
202/336-7000; FAX 202/408-8072
<http://www.ccsso.org>

EdSource

Ray Bacchetti, President
520 San Antonio Rd., Suite 200
Mountain View, CA 94040-1217
650/917-9481; FAX 650/917-9482
<http://www.edsource.org>

Education Commission of the States (ECS)

Mike Huckabee, Chairman
700 Broadway, #1200
Denver, CO 80203-3460
303/299-3600; FAX 303/296-8332
<http://www.ecs.org>

Educational Testing Service (ETS)

Kurt Landgraf, President
Rosedale Road
Princeton, NJ 08541-6710
609/921-9000; FAX 609/734-5410
<http://www.ets.org>

**Governor's Office of the Secretary for
Education**

Richard J. Riordan, Secretary of Education
1121 L Street, Suite 600
Sacramento, CA 95814
916/323-0611; FAX 916/323-7132
<http://www.ose.ca.gov>

**National Association of State Boards of
Education (NASBE)**

Brenda Welburn, Executive Director
277 S. Washington Street, Suite 100
Alexandria, VA 22314
703/684-4000; FAX 703/836-2313
<http://www.nasbe.org>

**National Center for Education Statistics
United States Department of Education**

Val Plisko, Associate Commissioner
1990 K Street, NW
Washington, DC 20006
202/502-7300; FAX 202/502-7466
<http://nces.ed.gov>

**National Center on Education and the
Economy**

Marc Tucker, President
555 13th Street NW, Suite 500 West
Washington, DC 20004
202/783-3668; FAX 202/783-3672
<http://www.ncee.org>

**National Congress of Parents and Teachers
Association (PTA)**

Linda Hodge, President
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312/670-6782 or 800/307-4PTA (4782);
FAX 312-670-6783
<http://www.pta.org>

National Education Association (NEA)

Andy Linbaugh, Public Relations Director
1201 16th Street NW
Washington, DC 20036-3290
202/833-4000; FAX 202/822-7292
<http://www.nea.org>

National Governors' Association (NGA)

Ray Scheppach, Executive Director
Hall of the States
444 North Capitol Street, Suite 267
Washington, DC 20001-1512
202/624-5300; FAX 202/624-5313
<http://www.nga.org>

National School Boards Association (NSBA)

Anne Bryant, Executive Director
1680 Duke Street
Alexandria, VA 22314
703/838-6722; FAX 703/683-7590
<http://www.nsba.org>

National School Public Relations Association (NSPRA)

Rich Bagin, Executive Director
Andy Grunig, Manager of Communications
15948 Derwood Road
Rockville, MD 20855
301/519-0496; FAX 301/519-0494
<http://www.nspra.org>

Policy Analysis for California Education (PACE)

Michael Kirst, Patricia Gandara, and
Bruce Fuller, Directors of PACE
3653 Tolman Hall
University of California, Berkeley
Berkeley, CA 94720-1670
510/642-7223; FAX 510/642-9148
<http://pace.berkeley.edu>

University of California, Davis
530/752-1533; FAX 530/752-5411

Stanford University
650/725-1235; FAX 650/725-7412

United States Department of Education

Office of Public Affairs
400 Maryland Avenue
Washington, DC 20202
202/401-3026; 800/872-5327;
FAX 202/401-3130
<http://www.ed.gov>

Mary Jane T. Pearson, Region IX
Secretary's Regional Representative
50 United Nations Plaza, Room 205
San Francisco, CA 94102
415/556-4120; FAX 415/437-7540

National Library of Education
800/424-1616; FAX 202/260-7364

United Teachers of Los Angeles (UTLA)

Steve Blazak, Director of Communications
3303 Wilshire Boulevard, 10th Floor
Los Angeles, CA 90010
213/368-6247; FAX 213/487-3319
<http://www.utla.net>

University of California (UC)

Office of the President
1111 Franklin Street
Oakland, CA 94607-5200
510/987-9074; FAX 510/987-9086
<http://www.ucop.edu>

WestEd

Glen Harvey, Chief Executive Officer
730 Harrison Street
San Francisco, CA 94107
415/565-3000 or 877/4-WestEd;
FAX 415/565-3012
<http://www.wested.org>

Calendar of Events-2005

Dates included on this calendar are gathered from various sources and are not intended as definitive or official notification from the California Department of Education. We hope the calendar will assist you in planning special recognition events.

January 2005

- 1 New Year's Day
- 12-13 State Board of Education meeting, Sacramento; California Teachers of the Year honored at the meeting
- 17 Dr. Martin Luther King, Jr., Day, birthday observance (Section 37220 of the *Education Code* states that public schools shall close the third Monday in January or Monday or Friday of the week in which January 15 occurs.)
- 20 California Drop-In Day

February 2005

BLACK HISTORY MONTH

NATIONAL CHILDREN'S DENTAL HEALTH MONTH

- 1 National Freedom Day (commemorates signing of the 13th Amendment)
- 7-11 National School Counseling Week
- 12 Lincoln's birthday (Section 37220 of the *Education Code* states that public schools close on the Monday or Friday of the week in which February 12 occurs.)
- 15 Susan B. Anthony's birthday
- 16 National PTA Founder's Day
- 19-26 National Future Farmers of America Week
- 20 Frederick Douglass Day
- 21 Washington's Day (Section 37220 of the *Education Code* states that Washington's birthday shall be observed the third Monday in February.)

March 2005

AMERICAN RED CROSS MONTH

MUSIC IN OUR SCHOOLS MONTH

NATIONAL MENTAL RETARDATION AWARENESS MONTH

NATIONAL MIDDLE LEVEL EDUCATION MONTH

NATIONAL NUTRITION MONTH

NATIONAL WOMEN'S HISTORY MONTH

NATIONAL SCHOOL SOCIAL WORK MONTH

ARTS EDUCATION MONTH IN CALIFORNIA

- 2 Read Across America Day
- 5 Anniversary of the death of Crispus Attucks (also known as Black American Day)
- 7 California Arbor Day (birthday of Luther Burbank)

- 7-11 Week of the School Administrator
- 7-11 National School Breakfast Week
- 7-11 Newspapers in Education Week
- 7-11 California Adult Education Week
- 8 International Women's Day
- 9-10 State Board of Education meeting, Sacramento
- 14-18 National Energy Education Week
- 20-26 National Agriculture Week
- 20-26 National Poison Prevention Week
- 21 International Day for the Elimination of Racial Discrimination
- 31 Cesar Chavez Day (Section 37220.5 of the *Education Code* states that public schools may close on the Monday or Friday of the week in which March 31 occurs.)

April 2005

- CALIFORNIA EARTHQUAKE PREPAREDNESS MONTH
- KEEP AMERICA BEAUTIFUL MONTH
- MATHEMATICS EDUCATION MONTH
- PUBLIC SCHOOLS MONTH (theme designated by the Free and Accepted Masons of California)
- PUBLIC SCHOOLS WEEK (School districts may choose any week in April.)
- 2 International Children's Book Day
- 3-9 Week of the Young Child
- 6 California Poppy Day
- 7 World Health Day
- 10-16 National Library Week
- 17-23 Public School Volunteer Week
- 21 John Muir Day
- 20-27 Earth Day U.S.A.
- 25-5/1 National TV-Turnoff Week
- 28 Take Our Daughters and Sons to Work Day
- TBA National awardees from California for Presidential Awards for Excellence in Science and Mathematics Teaching announced

May 2005

- NATIONAL ASIAN PACIFIC AMERICAN HERITAGE MONTH
- 1-7 National Physical Education and Sports Week
- 1-7 Be Kind to Animals Week
- 11 National School Nurse Day
- 11 California Day of the Teacher (second Wednesday in May)
- 11-12 State Board of Education meeting, Sacramento
- 14 American Indian Day (second Saturday in May)
- 21-27 Classified School Employee Week

- 30 Memorial Day
- 31 World No-Tobacco Day

June 2005

- FIREWORKS SAFETY MONTH (June 1–July 4)
- 5 World Environment Day
- 12 Race Unity Day
- TBA California's finalists for Presidential Awards for Excellence in Science and Mathematics Teaching announced

July 2005

- 4 Independence Day
- 6-7 State Board of Education meeting, Sacramento

September 2005

- HISPANIC HERITAGE MONTH (September 15–October 15)
- LIBRARY CARD SIGN-UP MONTH
- PTA MEMBERSHIP MONTH IN CALIFORNIA
- 5 Labor Day
- 7-8 State Board of Education meeting, Sacramento
- 8 International Literacy Day
- 9 California Admission Day
- 16 Mexican Independence Days
- 17 Citizenship Day
- 17–23 Constitution Week
- 23 California Indian Day

October 2005

- CALIFORNIA SCHOOL BUS SAFETY AWARENESS MONTH
- NATIONAL AND CALIFORNIA ENERGY AWARENESS MONTH
- NATIONAL CRIME PREVENTION MONTH
- COMPUTER LEARNING MONTH
- 2-8 National 4-H Week
- 3 National Child Health Day
- 9-15 Fire Prevention Week
- 9-15 National School Lunch Week
- 10-16 National Educational Office Professionals Career Awareness Week
- 16 World Food Day
- 16-22 National School Bus Safety Week
- 16-22 America's Safe Schools Week
- 22 Make a Difference Day
- 23–31 Red Ribbon Week (same dates every year)
- 24 United Nations Day

November 2005

	NATIVE AMERICAN MONTH (AMERICAN INDIAN HERITAGE MONTH)
7-11	California School Psychology Week
9-10	State Board of Education meeting, Sacramento
11	Veterans Day
13-20	Youth Appreciation Week
14-20	National Children's Book Week
16-22	American Education Week (always observed the week before Thanksgiving)
17	National Education Support Professionals Day
20-26	National Family Week
24	Thanksgiving Day

December 2005

15	Bill of Rights Day
TBA	U.S. Senate Youth Program winners announced