State of California **Department of Education**

INFORMATION MEMORANDUM

DATE: March 24, 2004

TO: MEMBERS, STATE BOARD OF EDUCATION

FROM: Geno Flores, Deputy Superintendent
Assessment and Accountability Branch

SUBJECT: *No Child Left Behind (NCLB) Act of 2001*: State and Local Accountability Report Cards

The State Board of Education (SBE) annually approves data definitions and a report template for local accountability report cards in accordance with requirements of federal and state laws. In 2003 the SBE approved a template for the local accountability report cards that for the first time incorporated requirements of *No Child Left Behind (NCLB) Act of 2001.* This item includes revised data definitions and a revised report template for use by local educational agencies during the 2004-05 school year. At the May SBE meeting staff will highlight substantial changes, which include the addition of data on highly qualified teachers, the restructuring of tables showing Content Standards Test data, the reformatting of the Awards and Interventions table, and the addition of an overall Adequate Yearly Progress designation for both the school and district across three years.

In addition to local accountability report cards, NCLB also requires each state to annually produce a State Report Card. This is a new requirement. The SBE as the State Educational Agency must approve the State Report Card. This item includes an issue paper that describes the requirements of the State Report Card and discusses alternatives for some elements of the State Report Card. A template for the State Report Card is also included.

Attachment 1: School Accountability Report Card, Data Element Definitions and Sources (29 Pages)
Attachment 2: School Accountability Report Card, Reported for School Year 2003-2004 (13 Pages)
Attachment 3: Developing the State Report Card Under NCLB (3 Pages)
Attachment 4: California Department of Education, State Report Card, 2003-2004 (18 Pages)

School Accountability Report Card

Data Element Definitions and Sources

Notes regarding the source and currency of data: Data included in reports prepared by local educational agencies during the 2004-05 school year must adhere to the following definitions, which have been approved by State Board of Education. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years in order to show trends. Due to the certification timelines for graduation, dropout, and fiscal information, the most current data for these sections of the report were collected in 2002-03.

	Specific Requirement	Definition(s)	Guidelines and Data Sources
General Information			
1.	Contact information pertaining to any organized opportunities for parental involvement. EC Sec. 33126 (b)(22)	Contact person name Contact person phone number Description of organized opportunities for parental involvement	Information and narrative are developed by the local educational agency/school. Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
School Safety and Climate for Learning			
2.	Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. (b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256. EC Sec. 35294.6.	The dates that the School Safety plan was last reviewed, updated and discussed with school faculty as well as a brief description of key elements included in the plan.	*Safe Schools: A Planning Guide for Action, 2002 Edition* provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. The document and a list of regional safe school plan development training sessions are located on the Safe Schools and Violence Prevention Web site at: http://www.cde.ca.gov/spbranch/safety. Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
3.	Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9)	Description of the school's efforts to keep students safe on school grounds before, during, and after the school day. Description of the degree to which the school facility supports teaching and learning. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.	Narrative is developed by the local educational agency/school. Are students safe on school grounds before, during, and after school? • Before and after school supervision • Limiting/controlling unauthorized access during school day (e.g., entrances, procedures for check-in/visitors, supervision of grounds and buildings) Does the school facility support teaching and learning? • Classroom space • Playground space • Space for staff What is the condition and cleanliness of the school? • Age of school/buildings • Maintenance and repair • Cleaning process and schedule for classrooms, restrooms, grounds Data provided by LEA
4.	Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period. EC Sec. 33126 (b)(11)	List of school programs and practices that promote a positive learning environment. For the most recent three-year period: The numbers and rates of suspensions and of expulsions (by comparison against enrollment) reported per 100 students. Data must include district-level comparisons.	Narrative is developed by the local educational agency/school. Schools programs and practices may include, for example, • School discipline policy • Peer counseling • School/home communication • Tutoring, after-school programs The rate of suspensions and expulsions is the total number of incidents divided by the school's CBEDS total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools/districts have the option of comparing school-level data with the district average for the same type of school. Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
Academic Information			
5.	Pupil achievement by grade level, as measured by the standardized testing and reporting programs pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33. EC Sec. 33126 (b)(1) (A)	**Norm-Referenced Test (NRT)** For the most recent three-year period: Data are provided for math and reading (and must be disaggregated for specific subgroups if they are numerically significant at the school level) for each grade level as the percentage of students taking the state-approved norm-referenced test that scored at or above the 50th percentile. These subgroups *are*: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education. In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.	Reading and mathematics results from the NRT adopted by the State Board of Education (this was the Stanford 9 test until 2002, but was changed to the California Achievement Test 6 in 2003) are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Data are reported for 2003 and 2004, but not the Stanford 9 results from 2002. Data are reported from STAR and may be obtained at the following Web site: http://star.cde.ca.gov/. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
		California Standards Test (CST) For the most recent three-year period: Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at the proficient or advanced levels. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups *are*: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education. In lieu of providing grade level data, a link to the STAR Web site may be provided to the reader, where these data are available.	Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include: • English-Language Arts in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Mathematics in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04 • History/Social Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
6.	Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student). PL 107-110 Section 1111(h)(2)(B) Section 1111 (h)(1)(C)	**California Standards Test (CST)** For the most recent three-year period: Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the school level). These subgroups *are*: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education. In lieu of providing specific results for each proficiency level, a link to the STAR Web site may be provided to the reader, where these data are available.	Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include: • English-Language Arts in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Mathematics in grades 2-11 for 2001-2002, 2002-2003 and 2003-04 • Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04 • History/Social Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04. Data are reported from STAR and may be obtained at the following Web site: http://star.cde.ca.gov/. Data provided by CDE
7.	The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in clause (i)). PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(iii)	**California Standards Test (CST)** The percentage of students not tested. Data are disaggregated for specific subgroups (if they are numerically significant at the level being reported). These subgroups *are*: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education. In lieu of providing specific results for each level, a link to the STAR Web site may be provided to the reader, where these data are available.	Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2003-04 school year include: • English-Language Arts in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Mathematics in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04 • History/Social Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04. Data are reported from STAR and may be obtained at the following Web site: http://star.cde.ca.gov/. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
8.	The most recent 2-year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required; PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(iv)	**California Standards Test (CST)** For the most recent three-year period: Data are provided for each content area for which the State Board of Education has established performance levels. Data are reported as the percentage of students achieving at each proficiency level. Data are disaggregated for specific subgroups (if they are numerically significant at the level being reported). These subgroups *are*: gender, race/ethnicity, English learner, economically disadvantaged status, students with disabilities status (as defined by STAR), and program participation in Migrant Education. In lieu of providing grade level data and specific results for each proficiency level, a link to the STAR Web site may be provided to the reader, where these data are available.	Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2004-05 school year include: • English-Language Arts in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Mathematics in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04 • History/Social Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04. Data are reported from STAR and may be obtained at the following Web site: http://star.cde.ca.gov/. Data provided by CDE
9.	After the state develops a statewide assessment system pursuant to Chapter 5 (commencing with Section 60600) and Chapter 6 (commencing with Section 60800) of Part 33, pupil achievement by grade level, as measured by the results of the statewide assessment. EC Sec. 33126 (b)(1)(C)	For the most recent year reported: The percentage of students scoring in the healthy fitness zone on all six fitness standards reported by total and disaggregated by gender. Data are to be reported for the school and include district and statewide results for the purpose of comparison.	Note: EC 60800 refers to a requirement that schools with grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designated by the State Board of Education. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
10.	Pupil achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals, including results by grade level from the assessment tool used by the school district using percentiles when available for the most recent three-year period. EC Sec. 33126 (b)(1)(B)	For the most recent three-year period: Data are provided by grade level for reading, writing and mathematics, as the percentage of students achieving at the proficiency level (either meeting or exceeding the standard).	If the local school is utilizing an assessment tool other than the state approved NRT or CST, the results should be reported for any grade levels in which there are data and a brief description of the assessment tool should be included. If no assessment tools other than state approved NRT and CST are being utilized, this table may be excluded from the SARC. Data provided by LEA
11.	The Academic Performance Index, including the disaggregation of subgroups as set forth in Section 52052 and the decile rankings and a comparison of schools. EC Sec. 33126 (b)(18) EC Sec. 52056. (a)	For the most recent three year period: • The percentage of students tested at the school • The base API score • The schoolwide growth target • The school's statewide API rank • The similar schools rank • The schoolwide growth API score • Actual growth • Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant) including the subgroup growth target, Base API score, the API growth score, the growth target and the actual growth.	Data are reported from API and may be obtained at the following Web site: http://api.cde.ca.gov/. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
12.	Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards; PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(v)	For the most recent three year period: • The percentage of students tested at the school • The base API score • The schoolwide growth target • The school's statewide API rank • The similar schools rank • The schoolwide growth API score • Actual growth • Subgroup scores for specific ethnic groups defined for the API (when they are numerically significant) including the subgroup growth target, Base API score, the API growth score, the growth target and the actual growth.	This item is a requirement of No Child Left Behind. California uses the API to meet the AYP requirement for a second indicator. See item #11 above for information regarding the California requirement pertaining to the API. Data are reported from API and may be obtained at the following Web site: http://api.cde.ca.gov/. Data provided by CDE
13.	Whether the school qualifies for the Governor's Performance Award Program. EC Sec. 33126 (b)(20)	Indicate whether the school qualifies for the Governor's Performance Award Program.	Data are reported from API and may be obtained at the following Web site: http://www.cde.ca.gov/ope/awards/. Data provided by CDE
14.	Whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program. EC Sec. 33126 (b)(19)	Indicate whether a school qualified for the Immediate Intervention Underperforming Schools Program pursuant to Section 52053 and whether the school applied for, and received a grant pursuant to, that program.	Data are reported from Low Performing Schools and may be obtained at the following Web site: http://www.cde.ca.gov/iiusp/. Data provided by CDE
15.	In the case of a school, whether the school has been identified for school improvement. PL 107-110 Section 1111(h)(2)(B)(ii)(I)	Indicate whether the school has been identified for school improvement.	Additional information and data regarding Title 1 Program Improvement may be obtained at the following Web site: http://www.cde.ca.gov/ayp/titleone/TI_disclaimer1.htm Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
16.	Information on the performance of local educational agencies in the State regarding making adequate yearly progress (AYP), including the number and names of each school identified for school improvement under Section 1116. PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(vii)	Indicate whether the local educational agency has met its AYP requirement for each of the following subgroups; gender, race/ethnicity, English learner/not English learner, socioeconomically disadvantaged status, students with disabilities status (as defined by AYP), and program participation in Migrant Education.	The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards-based assessment by 2014. Prior to 2014, in order to achieve this goal and meet annual requirements for improved performance, LEAs and schools must improve each year according to set requirements. The AYP requirement in 2003 for English-Language Arts is 13.6 percent at or above proficient. For mathematics the target is 16.0 percent. Data are reported from API and may be obtained at the following Web site: http://www.cde.ca.gov/ayp/. To fulfill the AYP requirement for a second indicator, California utilizes the API (See Item #12 above). Data regarding Program Improvement schools may be obtained at the following Web site: http://www.cde.ca.gov/ayp/titleone/TI_disclaimer1.htm Data provided by CDE
17.	In the case of a local educational agency, the number and percentage of schools identified for school improvement under section 1116(c) and how long the schools have been so identified. PL 107-110 Section 1111(h)(2)(B)(i)(I)	The number and percentage of schools identified for Title 1 school improvement within the LEA. The percentage should be calculated as the number of Title 1 school improvement schools divided by the total number of schools in the district regardless of whether they are receiving Title 1 funds. Indicate whether the school has been identified for school improvement and how long it has been so identified.	Additional information and data regarding Title 1 Program Improvement may be obtained at the following Web site: http://www.cde.ca.gov/ayp/titleone/TI_disclaimer1.htm. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
18.	In the case of a school, information that shows how the school's students achievement on the statewide academic assessments and other indicators of adequate yearly progress compared to students in the local educational agency and the State as a whole. PL 107-110 Section 1111(h)(2)(B)(ii)(II)	For the most recent three-year period: • Data are provided for each content area for which the State Board of Education has established performance levels. • Data are reported as the percentage of students achieving at the proficient or advanced levels. Data are compared to local educational agency and state averages. • Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include: gender, race/ethnicity, English learners, economically disadvantaged status, students with disabilities status, and program participation in Migrant Education.	Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2004-05 school year include: • English-Language Arts in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Mathematics in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04 • History/Social Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04. Data provided by CDE
19.	In the case of a local educational agency, information that shows how students served by the local educational agency achieved on the statewide academic assessment compared to students in the State as a whole. PL 107-110 Section 1111(h)(2)(B)(i)(II)	For the most recent three-year period: • Data are provided for each content area for which the State Board of Education has established performance levels. • Data are reported as the percentage of students achieving at the proficient or advanced levels. Data are compared to local educational agency and state averages. • Data are disaggregated for specific subgroups (if they are numerically significant at the school level). Subgroups include: gender, race/ethnicity, English learners, economically disadvantaged status, students with disabilities status, and program participation in Migrant Education.	Subject areas and grade levels for which CST data will be available and required to be included in reports prepared in the 2004-05 school year include: • English-Language Arts in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Mathematics in grades 2-11 for 2001-02, 2002-03 and 2003-04 • Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04 • History/Social Science in Grades 9-11 for 2001-02, 2002-03 and 2003-04. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
School Completion and Secondary Schools			
20.	When available, the percentage of pupils, including the disaggregation of subgroups as set forth in Section 52052, completing grade 12 who successfully complete the high school exit examination, as set forth in Sections 60850 and 60851, as compared to the percentage of pupils in the district and statewide completing grade 12 who successfully complete the examination. EC Sec. 33126 (b)(21)	The reporting of these data will be required in 2006 when the first complete set of results is in from the California High School Exit Exam (CAHSEE) for a graduating class.	Information about the California High School Exit Exam may be obtained at the following Web site: http://cahsee.cde.ca.gov/. Data provided by CDE
21.	Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System or any successor data system for the school site over the most recent three-year period, and the graduation rate, as defined by the State Board of Education, over the most recent three-year period when available pursuant to Section 52052. EC Sec. 33126 (b)(2)	For the most recent three-year period: Data provided regarding progress toward reducing dropout rates include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). Until statewide student-level longitudinal data are available, data reported regarding graduation rates will be reported in accordance with the formula negotiated with the United States Department of Education for No Child Left Behind. (See item 22)	The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) x 100. State certification/release dates for dropout data occur too late for inclusion of 2003-04 data with other data from that year. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
22.	Graduation rates for secondary school. PL 107-110 Section 1111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(vi)	The No Child Left Behind graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates.	The No Child Left Behind graduation rate approved for California is a high school four-year completion rate. The rate incorporates four years' worth of data and thus, is an estimated cohort rate. Put simply, this rate asks, "of those students who have left school, what proportion have done so as graduates?" If a hypothetical graduating class began as 9th-graders in Year 1, this four-year "graduation" rate would look like: (High school graduates Year 4) divided by {dropouts (Grade 9 Year 1 + Grade 10 Year 2 + Grade 11 Year 3 + Grade 12 Year 4) + high school graduates Year 4} Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE
23.	Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school site by grade level, the average class size, and, if applicable, the percentage of pupils in kindergarten and grades 1 to 3, inclusive, participating in the Class Size Reduction Program established pursuant to Chapter 6.10 (commencing with Section 52120) of Part 28,using California Basic Education Data System or any successor data system information for the most recent three-year period. EC Sec. 33126 (b)(4)	For the most recent three-year period, as defined by CBEDS: • Distribution of class sizes at the school site by grade level or by department (as appropriate) • Average class size, by grade level • Percentage of pupils in grades K-3, inclusive, participating in the Class Size Reduction Program	Note: CBEDS calculation of the average class size by grade level, and the class size distribution by grade level, excludes classrooms of 50 or more students from the equation. For schools/grades organized in self-contained classrooms (e.g. K-6 grades in elementary schools) data are reported as the number of classrooms within each of the following class sizes: 1-20, 21-32, and 33 or more. For high schools and middle schools with departmentalized programs, data are reported as the number of classrooms with a distribution of teaching loads and the average teaching load for each of the following four subject areas: English, mathematics, science and social science. Data provided by CDE and LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
24.	The availability of qualified personnel to provide counseling and other pupil support services, including the ratio of academic counselors per pupil. EC Sec. 33126 (b)(7)	Full-time equivalent (FTE) and type of counselors and pupil support personnel.	Data are derived from CBEDS based on data collected on the Professional Assignment Information Form (PAIF). Results may be found at the following Web site: http://data1.cde.ca.gov/dataquest/. Data provided by LEA
Teacher and Staff Information			
25.	The total number of the school's fully credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials, and any assignment of teachers outside their subject areas of competence for the most recent three-year period. EC Sec. 33126 (b)(5)	For the most recent three-year period: • Total Number of Teachers • Full Credential (fully credentialed and teaching in subject area) • Teaching Outside Subject Area (fully credentialed but teaching outside subject area) • Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits) • Teachers with Waivers (do not have credential and do not qualify for an Emergency Permit)	Data are derived from the Professional Assignment Information Form in CBEDS except for data regarding the assignment of teachers outside their subject areas of competence, which must be determined from local data sources. Results may be found at the following Web site: http://data1.cde.ca.gov/dataquest/. Data provided by CDE and LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
26.	The professional qualifications of teachers in the local educational agency and school, the percentage of such teachers teaching with emergency or provisional credentials." PL 107-110 Section 111(h)(2)(B)(i)(I) PL 107-110 Section 1111(h)(1)(C)(viii)	• The percentage of teachers teaching courses in core academic subject areas (as defined by NCLB) by education level (i.e. Doctorate, Master's Degree +30, Master's Degree, Bachelor's Degree +30, Bachelor's Degree, less than a Bachelor's Degree or none reported. • The percentage of teachers teaching with emergency or provisional credentials (See item 25 above for the equivalent requirement in the California Education code).	The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects within the State are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that to be designated as highly qualified, a teacher must meet the following three criteria: • Possession of a Bachelor's degree • Possession of an appropriate California teaching credential • Demonstrated core academic subject area competence by means of exam, coursework, advanced certification or completion of the California High Objective Uniform State Standard of Evaluation (HOUSSE) in the subject area being taught. Additional information about NCLB definitions, requirements and procedures pertaining to highly qualified teachers are contained in the "March 1, 2004 NCLB Teacher Requirement Resource Guide" available at the following Web site: http://www.cde.ca.gov/pr/nclb/teachqual/not03teacherguide

	Specific Requirement	Definition(s)	Guidelines and Data Sources
27.	The percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State. PL 107-110 Section 1111(h)(1)(C)(viii)	For the school and the local educational agency, the percentage of classes in core academic subject areas (as defined by NCLB) taught by highly qualified teachers. For the school and the local educational agency, the percentage of classes in core academic subject areas (as defined by NCLB) taught by highly qualified teachers, disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty.	The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that to be designated as highly qualified, a teacher must meet the following three criteria: • Possession of a Bachelor's degree • Possession of an appropriate California teaching credential • Demonstrated core academic subject area competence by means of exam, coursework, advanced certification or completion of the California High Objective Uniform State Standard of Evaluation (HOUSSE) in the subject area being taught. Additional information about NCLB definitions, requirements and procedures pertaining to highly qualified teachers are contained in the "March 1, 2004 NCLB Teacher Requirement Resource Guide" available at the following Web site: http://www.cde.ca.gov/pr/nclb/teachqual/not03teacherguide. Data are reported on the Consolidated Application. Information about the consolidated application is a available at the following Web site: http://www.cde.ca.gov/demographics/csis/conapp

	Specific Requirement	Definition(s)	Guidelines and Data Sources
28.	Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period. EC Sec. 33126 (b)(10)	Description of the procedures and criteria for teacher evaluation.	Are teacher evaluation procedures and criteria defined (1) in the bargaining unit contract, (2) through district-wide procedures, (3) at the school site, or (4) other? How often are teachers evaluated? • Differences among tenured, probationary, emergency-permit teachers • Special/unscheduled evaluations What are the evaluation criteria? • Differences among tenured, probationary, emergency-permit teachers • Specified versus open Who gets the results of teacher evaluations? • Confidentiality • Satisfactory versus in need of improvement versus unsatisfactory Data provided by LEA
29.	Availability of qualified substitute teachers. EC Sec. 33126 (b)(8)	Statement regarding whether the school has had any difficulties in securing qualified substitute teachers. If so, a statement regarding whether the lack of available credentialed substitute teachers has had an impact upon the instructional program.	Narrative is developed by the local educational agency/school. Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
Curriculum and Instruction			
30.	Quality of school instruction and leadership. EC Sec. 33126 (b)(13)	School Leadership: Description of the experience and tenure of the principal. If the school has a designated leadership team, description of its membership, roles, and purpose. Instruction: Description of the instructional program for all students, the supports and services for students with special needs and the process for monitoring student progress toward standards.	Narrative is developed by the local educational agency/school. What are the experience and tenure of the principal? How does the administrator involve parents and staff in decision-making? Does the school have a "recognized" leadership team? If yes: • Members • Purpose/roles and responsibilities What is the instructional program for all students? • Instructional focus (schoolwide) • Standards-based instruction • Access to core curriculum What supports and services are available for students with special needs? • GATE students • At-risk students • English-language learners • Students with disabilities • After-school programs • Tutoring • Peer tutoring How do we know how students are doing? • Processes for monitoring student performance and progress • Reporting student progress to staff, students, parents, the school community Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
31.	Teacher and staff training, and curriculum improvement programs. EC Sec. 33126 (b)(12)	Description of how teachers and staff are trained for instructional improvement. The number of days for professional development and continuous professional growth.	Narrative is developed by the local educational agency/school. How do teachers and staff participate in staff development to help them improve instruction: • All classroom teachers • New teachers (e.g., BTSA) • Non-classroom teachers • National Board Certified Teachers • Teachers experiencing difficulty/in need of improvement (e.g., Peer Assistance and Review) • Paraprofessionals (e.g., instructional aides, teacher assistants) • Non-instructional support staff (e.g., clerical, custodial) List the primary/major areas of focus of staff development and specify how they were selected. (For example, were student achievement data used to determine the need for professional development in reading instruction?) What are the methods by which professional development is delivered (for example, after-school workshops, conference attendance, individual mentoring)? How are teachers supported during implementation (for example, through in-class coaching, teacher-principal meetings, and student performance data reporting)? Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
32.	Quality and currency of textbooks and other instructional materials, including whether textbooks and other materials meet state standards and have been adopted by the State Board of Education for kindergarten and grades 1 to 8, inclusive, and adopted by the governing boards of school districts for grades 9 to 12, inclusive, and the ratio of textbooks per pupil and the year the textbooks were adopted. EC Sec. 33126 (b)(6)	List of the textbooks/instructional materials used in the core subjects (English-language arts, mathematics, science, and history/social science), including: • The year in which they were adopted, and • Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (Kindergarten and grades 1 to 8, inclusive) or the local governing board (grades 9 to 12, inclusive), consistent with the state textbook adoption cycle. For textbooks and instructional materials that are not from the most recent state-approved list, explanation of why non-adopted materials are being used and how they are aligned with state standards. Description of how each student has access to current, standards-based textbooks and other instructional materials.	List and narrative are developed by the local educational agency/school. For subject areas in which there has not yet been a standards-aligned state adoption: • In which year is the state expected to adopt such materials? • In which year does the district expect to select and implement new materials from the state-approved list? Do all students have access to textbooks and other instructional materials in each core subject area that are current and in good condition? If not, • What are the reasons? • What is being done or planned to provide such access? Data provided by LEA
33.	The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level. EC Sec. 33126 (b)(15)	List of the total number of overall instructional minutes by grade level in comparison to 36,000 minutes for Kindergarten; 50,400 minutes for grades 1 to 3 inclusive; 54,000 minutes for grades 4 to 8, inclusive; and 64,800 minutes for grades 9 to 12, inclusive.	The Education Code section governing instructional minutes is EC 46201. On-campus passing times between classes (up to 10 minutes) are considered part of the total of instructional minutes. Data provided by LEA
34.	The total number of minimum days, as specified in Sections 46112, 46113, 46117, and 46141, in the school year. EC Sec. 33126 (b)(16)	Statement regarding the number of days that students attended school on a shortened day schedule (less than a regular school day). Description of the reasons for the shortened day schedule.	Information and narrative are developed by the local educational agency/school. Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
Post-Secondary Preparation			
35.	The number of Advanced Placement courses offered, by subject. EC Sec. 33126 (b)(17)	The number of Advanced Placement courses and classes offered, and the enrollment in various Advanced Placement (AP) or International Baccalaureate (IB) courses, by subject.	Data are reported from CBEDS and may obtained at the following Web site: http://www.cde.ca.gov/dataquest. Data provided by CDE
36.	For secondary schools, the percentage of graduates who have passed course requirements for entrance to the University of California and the California State University pursuant to Section 51225.3 and the percentage of pupils enrolled in those courses, as reported by the California Basic Education Data System or any successor data system. EC Sec. 33126 (b)(23)	The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or CSU admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year. The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data Systems (CBEDS) total graduates for the most recent year.	Data are reported from CBEDS and may obtained at the following Web site: http://www.cde.ca.gov/dataquest. Data provided by CDE
37.	Secondary schools with high school seniors shall list both the average verbal and math Scholastic Assessment Test scores to the extent provided to the school and the percentage of seniors taking that exam for the most recent three-year period. EC Sec. 33126 (b)(1)(D)	For the most recent three-year period: Grade 12 enrollment from CBEDS, percentage of students taking the SAT-1, average verbal and average math score compared to the district and state average.	Some schools may wish to include American College Test (ACT) results in addition to those from the Scholastic Assessment Test (SAT). SAT results may be found at the following Web site: http://www.cde.ca.gov/ope/research/sat/. ACT results may be found at the following Web site: http://www.cde.ca.gov/ope/research/act/. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
38.	Whether the school has a college admission test preparation course program. EC Sec. 33126 (b)(24)	Indicate whether the school has a college admission test preparation course program. If so, describe the program.	Narrative is developed by the local educational agency/school. Data provided by LEA

	Specific Requirement	Definition(s)	Guidelines and Data Sources
39.	The degree to which pupils are prepared to enter the workforce. EC Sec. 33126 (b)(14)	Description of: • Programs and classes offered by the school that are specifically focused on career preparation and/or preparation for work • How these programs and classes are integrated with academic courses and how they support academic achievement • How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students • The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes Provide enrollment, concentration and completion data on all career-technical education programs and classes, including academic and skills achievement, as reported in Carl D. Perkins Vocational and Technical Education Act program data.	Description of the size and scope of the career-technical programs (CTE) and courses offered: • Directly at the school • Through Regional Occupational Centers and Programs (ROCPs) • In Partnership Academies and career academies • In Specialized Secondary Programs, etc. Description of how these programs and classes support academic achievement as evidenced by: • Courses that have been revised to incorporate state-adopted academic standards • Courses that satisfy the district's graduation requirements • Courses that satisfy the A-G entrance requirements for the UC and CSU systems Description of steps the school takes to assure equitable access and successful outcomes for all students in career-technical programs and courses by: • Counseling and guidance • Professional development • Additional support services such as child care, transportation, etc. • Collaborating with youth development and economic development systems in the region Description of the outcomes or criteria utilized by the school to measure the effectiveness of these programs and courses, such as: • Mastery of "employment readiness standards," both basic and industry-specific • Results of career-technical skills assessments • Business, labor, and other community stakeholder support • Participation in career-technical student organizations • Placement of program completers in employment, postsecondary education, or the military Statistical data may be found in *Report of Student Enrollment and Program Completion in Career/Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education and ROCPs.* • Enrollment-Page 1 • Number Secondary CTE Students Concentrators-Page 3, Column A

	Specific Requirement	Definition(s)	Guidelines and Data Sources
Fiscal and Expenditure Data			
40.	The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. EC Sec. 41409.3 (a)	The beginning, median, and highest salary paid to teachers in the district, as reflected in the district's salary scale. Average salary data are based on salaries actually paid to teachers.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2002-03 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. • Beginning teachers are those teachers in their first year of teaching • For mid-range teacher salaries, districts should select a teacher with ten years of experience and a bachelor's degree plus 60 semester units. • For the highest teachers' salary, districts should select the highest paid teacher in the district • Districts that did not employ a teacher in one of these categories during the fiscal year should review their salary schedule and determine what salary they would have paid a teacher in the appropriate category Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
41.	The average salary for schoolsite principals in the district. EC Sec. 41409.3 (b)	The average annualized salary for school site principals reported in Section IV: "Other Salary Data" on Form J-90.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE
42.	The salary of the district superintendent. EC Sec. 41409.3 (c)	The district superintendent's annualized salary reported in Section IV: "Other Salary Data" on Form J-90.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
43.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for beginning, midrange, and highest salary paid to teachers. EC Sec. 41409.3 (d)(1)	Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education. Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE
44.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for schoolsite principals. EC Sec. 41409.3 (d)(2)	Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education. Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
45.	Based upon the state summary information provided by the Superintendent of Public Instruction pursuant to subdivision (b) of Section 41409, the statewide average salary for the appropriate size and type of district for district superintendents. EC Sec. 41409.3 (d)(3)	Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education. Statewide salary averages are derived from information collected on Form J-90, Salary and Benefits Schedule for the Certificated Bargaining Unit (Form J-90). The averages reflect only those salaries in school districts that submitted Form J-90. A weighted methodology was used to determine average paid salaries.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE
46.	The statewide average of the percentage of school district expenditures allocated for the salaries of administrative personnel for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction Per subdivision (a) of Section 41409. EC Sec. 41409.3 (e)	Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education. Percentage of expenditures allocated to salaries of administrative personnel, as defined in object of expenditure classifications 1200, 1300, 1700, 1800, and 2200 (Objects 1300 and 2300 using the standardized account code structure coding) of the California School Accounting Manual.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
47.	The percentage allocated under the district's corresponding fiscal year expenditure for the salaries of administrative personnel, as defined in Sections 1200, 1300, 1700, 1800, and 2200 of the California School Accounting Manual published by the State Department of Education. EC Sec. 41409.3 (f)	The sum of California Accounting Manual Object of Expenditure Accounts 1200, 1300, 1700, 1800, and 2200 divided by total general fund accounts 1000 through 7999.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE
48.	The statewide average of the percentage of school district expenditures allocated for the salaries of teachers for the appropriate size and type of district for the most recent fiscal year, provided by the Superintendent of Public Instruction, pursuant to subdivision (a) of Section 41409. EC Sec. 41409.3 (g)	Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education. Percentage of expenditures allocated to salaries of teachers, as defined in object of expenditure classification 1100 of the California School Accounting Manual.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE

	Specific Requirement	Definition(s)	Guidelines and Data Sources
49.	The percentage expended for the salaries of teachers, as defined in Section 1100 of the California School Accounting Manual published by the State Department of Education. EC Sec. 41409.3 (h)	Definition and information provided by the California Department of Education and reported to county offices of education and school districts by means of an annual management bulletin from the fiscal branch of the California Department of Education. Total expenditures reported in California School Accounting Manual Object of Expenditure Account 1100 divided by total General Fund accounts 1000 through 7999.	State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2003-04 data in most cases. Therefore, 2002-03 data are utilized for SARCs prepared during 2004-05. Additional information regarding the calculation of average salary data may be obtained at the following Web site: http://www.cde.ca.gov/fiscal/financial/. Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate. Data provided by CDE
50.	Estimated expenditures per pupil and types of services funded. EC Sec. 33126 (3)	Total district expenditures from the General Fund as well as categorical funds, district average expenditures per pupil, district average expenditures per pupil for districts in the same category, and state average expenditures per pupil for all districts. Description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.	Schools may wish to provide additional site-specific information if their site expenditures differ significantly from the district average (e.g., due to additional grants or participation/nonparticipation in certain categorical programs). Data provided by LEA

School Accountability Report Card
Reported for School Year 2003-04
Published During 2004-05

Mod: 3/23/04

Notes regarding the source and currency of data:
Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at http://www.cde.ca.gov/ope/sarc/data.htm. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03. A glossary of terms is available at http://www.cde.ca.gov/demographics/glossary.

School Information		District Information	
School Name		**District Name**	
Principal		**Superintendent**	
Street		**Street**	
City, State, Zip		**City, State, Zip**	
Phone Number	To be provided by Local Educational Agency (LEA)	**Phone Number**	*To be provided by LEA*
Fax Number		**Fax Number**	
Web Site		**Web Site**	
E-mail Address		**E-mail Address**	
CDS Code		**SARC Contact**	

School Description and Mission Statement

Narrative to be provided by LEA

Opportunities for Parental Involvement

Contact Person Name	*To be provided by LEA*	Contact Person Phone Number	*To be provided by LEA*

Narrative to be provided by LEA

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		**Grade 9**	
Grade 1		**Grade 10**	
Grade 2		**Grade 11**	
Grade 3		**Grade 12**	
Grade 4		**Ungraded Secondary**	
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		**Total Enrollment**	

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American			Hispanic or Latino		
American Indian or Alaska Native			Pacific Islander		
Asian			White (Not Hispanic)		
Filipino			Multiple or No Response		

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	*To be provided by LEA*	Date Last Discussed with Staff	*To be provided by LEA*

Narrative to be provided by LEA

School Programs and Practices that Promote a Positive Learning Environment

Narrative to be provided by LEA

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
Number of Suspensions						
Rate of Suspensions	*To be provided by LEA*			*To be provided by LEA*		
Number of Expulsions						
Rate of Expulsions						

School Facilities

Narrative to be provided by LEA

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science in grades 9-11 and history/social science in grades 8, 10-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities that are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts									
Mathematics									
Science									
History/Social Science									

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts							
Mathematics							
Science							
History/Social Science							

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts								
Mathematics								
Science								
History/Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at http://star.cde.ca.gov/ or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading									
Mathematics									

NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							
Mathematics							

NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading								
Mathematics								

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5	*To be provided by LEA*			*To be provided by LEA*			*To be provided by LEA*		
6									
7									
8									
9									
10									
11									
12									

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at http://www.cde.ca.gov/statetests/pe/pe.html. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5									
7									
9									

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at http://cde.ca.gov/psaa/api/ or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested				**Percent Tested**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Statewide Rank							
Similar Schools Rank							

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				**African-American**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
American Indian or Alaska Native				**American Indian or Alaska Native**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Asian				**Asian**			
API Base Score				**API Growth Score**			

Growth Target				**Actual Growth**			
Filipino				**Filipino**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Hispanic or Latino				**Hispanic or Latino**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
Pacific Islander				**Pacific Islander**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			
White (not Hispanic)				**White (not Hispanic)**			
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			

API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	**2002**	**2003**		**From 2001 to 2002**	**From 2002 to 2003**	**From 2003 to 2004**
API Base Score				**API Growth Score**			
Growth Target				**Actual Growth**			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at http://www.cde.ca.gov/ayp/titleone/TI_disclaimer1.htm or by speaking with the district superintendent's office.

	School	District
Year Identified for Program Improvement		
Years in Program Improvement		
Year Exited Program Improvement		
Number of Schools Identified for Program Improvement	--	
Percent of Schools Identified for Program Improvement	--	

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent Proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ayp/ or by speaking with the school principal.

	School			District		
	2002	2003	2004	2002	2003	2004
Overall AYP Status	---	---		---	---	

AYP Status by Subgroup	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	---		---	---	
African American	---	---		---	---	
American Indian or Alaska Native	---	---		---	---	
Asian	---	---		---	---	
Filipino	---	---		---	---	
Hispanic or Latino	---	---		---	---	
Pacific Islander	---	---		---	---	
White (not Hispanic)	---	---		---	---	
Socioeconomically Disadvantaged	---	---		---	---	
English Learners	---	---		---	---	
Students with Disabilities	---	---		---	---	

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)									
Number of Dropouts									
Dropout Rate (1-year)									
Graduation Rate									

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level as reported by CBEDS.

Grade Level	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Percent of Students Participating			
Grade Level	2002	2003	2004
K			
1	*To be provided by LEA*		
2			
3			

VI. Teacher and Staff Information

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a Bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject they teach. More information on teacher qualifications

required under NCLB can be found at the California Department of Education's Web site at http://www.cde.ca.gov/pr/nclb/teachqual/.

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by the California Basic Educational Data System (CBEDS). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers			
Teachers with Full Credential (full credential and teaching in subject area)			
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	***To be provided by LEA***		
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Teacher Education Level

Data reported are the percent of teachers teaching in core content areas (as defined by NCLB) at each education level.

	School	District
Doctorate		
Master's Degree + 30		
Master's Degree		
Bachelor's Degree + 30		
Bachelor's Degree		
Less than Bachelor's		
None Reported		

The Percentage of Core Academic Courses Taught by Highly Qualified Teachers

Data reported are the percent of classes in core content areas taught by highly qualified teachers (as defined by NCLB).

	School	District
Total		
In High-Poverty Schools	N/A	
In Low-Poverty Schools	N/A	

Teacher Evaluations

Narrative to be provided by LEA

Substitute Teachers

Narrative to be provided by LEA

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	

Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Narrative to be provided by LEA

Professional Development

Narrative to be provided by LEA

Quality and Currency of Textbooks and Other Instructional Materials

Narrative to be provided by LEA

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	*To be provided by LEA*	36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	*To be provided by LEA*	180 days
10		180 days
11		180 days
12		180 days

Total Number of Minimum Days

Narrative to be provided by LEA

VIII. Post-Secondary Preparation (Secondary Schools)

Advanced Placement/ International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts			
Computer Science			
English			
Foreign Language			
Mathematics			
Science			
Social Science			

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at http://www.cde.ca.gov/ope/research/sat/.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test									
Average Verbal Score									
Average Math Score									

College Admission Test Preparation Course Program

Narrative to be provided by LEA

Degree to Which Students Are Prepared to Enter Workforce

Narrative to be provided by LEA

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
To be provided by			*To be provided by*			

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined. Detailed information regarding salaries may be found at the California Department of Education Web site at http://www.cde.ca.gov/fiscal/financial/certsalary/ and http://www.cde.ca.gov/ope/sarc/salary01-02.pdf.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teachers' Salaries		
Percent of Budget for Administrative Salaries		

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at http://www.cde.ca.gov/fiscal/financial/.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	**Dollars per Student (ADA)**	**Dollars Per Student (ADA)**	**Dollars Per Student (ADA)**

Types of Services Funded

Narrative to be provided by LEA

Developing the State Report Card Required Under NCLB

An Issue Paper

Purpose:
The purpose of this paper is to describe the elements NCLB requires all states to include in their state report cards and to evaluate options for how this requirement may be met in California.

Background:
The No Child Left Behind Act of 2001 (NCLB) requires each state to annually produce a report card that summarizes assessment results of students statewide in the aggregate and disaggregated by certain subgroups, graduation rates, teacher qualifications, and other indicators used in each state's definition of Adequate Yearly Progress (AYP). NCLB requires states to produce these report cards not later than the beginning of the 2002-03 school year.

School Accountability Report Cards (SARCs) have been required in California since 1988. Significant work was undertaken in 2000 to generate a SARC template with common data definitions to be used statewide. In 2002-03, additional changes were made to the SARC template so that the data reported for schools was consistent with that required by NCLB. In addition, district data was added to the SARC, when necessary, to meet new NCLB requirements for district level report cards. California has never produced a state report card.

NCLB Section 1111(h)(1) requires each state's report card to include data on six main elements:

a. Information in the aggregate on student achievement at each proficiency level on the State academic assessments required/used under NCLB and disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
b. Information on the most recent two-year trend in student achievement in each subject area and for each grade level for which assessments under this section are required;
c. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;
d. Graduation rates for secondary school students;
e. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement; and
f. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this clause, means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Additional optional information, described in NCLB Section 1111(h)(1)(D), may also be included in the state report card.

Issues:

1. **Should this document be viewed as a "roll up" of the SARC to the state level or a stand-alone document that includes only the elements required by NCLB?**

   The current SARC template (used to report at the school level) includes much more information than NCLB requires for the State report card. A simple "roll up" would produce a lengthy and complex document that would difficult for the majority of the general public to utilize effectively. While some state level information is included on the current SARC template, significant changes would be necessary to accommodate additional data elements required by NCLB.

   Recommendation: Develop a stand-alone state report card template that includes only the information required by NCLB. This approach would be simple, concise, and more understandable than rolling up unnecessary elements included in the current SARC template.

2. **Should assessment results be reported for all grades or should one grade be selected from each grade level for reporting purposes?**

   All students in grades 2-11 are required to participate in the Standardized Testing and Reporting (STAR) system. Adequate Yearly Progress (AYP) decisions for California schools are based on results from the California Standards Tests (CSTs) in English language arts and mathematics for grades 2-8 and results of the California High School Exit Exam (CAHSEE) in grade 10.

   Recommendation: To maintain consistency with what is reported for AYP, the state report card should include data on the CSTs for each of grades 2-8 and data on the CAHSEE for grade 10 in both English language arts and mathematics.

3. **Should results from the California Alternate Performance Assessment (CAPA) be reported?**

   The California Alternate Performance Assessment or CAPA is the alternate assessment designed for the most significantly cognitively disabled students. Currently statewide CAPA results are reported separately from other STAR assessments and are reported by test level (I, II, III, or IV), not grade level. Aggregating the CAPA results across test levels to arrive at a grade level summary may be inappropriate (i.e. comparing apples to oranges) and may not result in the most advantageous reporting of those results.

   Recommendation: The state report card will refer to the CAPA web site where aggregated and disaggregated CAPA data are available for the interested reader by grade level within test level.

4. Should the State report card be made available in languages other than English?

NCLB requires the annual state report card to be presented in an understandable and uniform format and, to the extent practicable, provide in a language that the parents can understand. According to CDE's Language Policy and Leadership Office, Spanish is the language spoken most often by California's Limited English Proficient (LEP) students (84.3%). After Spanish, the next most frequently spoken languages by California LEP students are: Vietnamese (2.3%), Hmong (1.6%), Cantonese (1.5%), Filipino or Tagalog (1.3%), Korean (1.1%), Mandarin (0.8%), Armenian (0.7%), Khmer/Cambodian (0.7%), and Punjabi (0.5%).

Recommendation: Because the overwhelming majority of California's Limited English Proficient (LEP) students speak Spanish, the State Accountability Report Card should be translated into Spanish so that it can be more understandable to a greater proportion of the population.

California Department of Education State Report Card

2003-04

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state.

Grade 2
English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in English-Language Arts
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 2
Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 3
English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in English-Language Arts
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 3
Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 4
English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in English-Language Arts
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 4
Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 5
English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in English-Language Arts
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 5
Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 6
English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in English-Language Arts
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 6
Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 7
English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in English-Language Arts
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 7
Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 8
English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in English-Language Arts
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 13.6% of students at or above Proficient.

Grade 8
Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at http://star.cde.ca.gov/.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03								
2003-04								

California Standards Test Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American								
American Indian or Alaska Native								
Asian								
Filipino								
Hispanic or Latino								
Pacific Islander								
White (not Hispanic)								
Subgroup								
Socioeconomically Disadvantaged								
English Learners								
Students with Disabilities								
Migrant Education Services								
Gender								
Male								
Female								

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0% of students at or above Proficient.

Grade 10
English-Language Arts

The California High School Exit Exam (CAHSEE) shows whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education's Web site at www.cde.ca.gov/statetests/cahsee.

California High School Exit Exam Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2002-03						
2003-04						

California High School Exit Exam Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Subgroup						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Migrant Education Services						
Gender						
Male						
Female						

Note: The state goal for Adequate Yearly Progress for English-Language Arts is 11.2% of students at or above Proficient.

Grade 10
Mathematics

The California High School Exit Exam (CAHSEE) shows whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education's Web site at www.cde.ca.gov/statetests/cahsee.

California High School Exit Exam Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2002-03						
2003-04						

California High School Exit Exam Results in Mathematics
Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Pacific Islander						
White (not Hispanic)						
Subgroup						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Migrant Education Services						
Gender						
Male						
Female						

Note: The state goal for Adequate Yearly Progress for Mathematics is 9.6% of students at or above Proficient.

Academic Performance Index

The Academic Performance Index (API) is a score ranging from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. More information on the API can be found at the California Department of Education Web site at http://cde.ca.gov/psaa/api.

The API is one component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). A procedure established by NCLB determined the statewide API goal of 560. The API goal under AYP will increase over time so that all schools are expected to reach 800 by 2013-14.

Actual Statewide API Compared to Statewide API Goal, 2003-04

Statewide API	Statewide API Goal
	560

High School Graduation Rate

The high school graduation rate is a required component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates. A procedure established by NCLB determined the statewide graduation rate goal of 82.8%.

Actual Statewide Graduation Rate Compared to the Statewide Graduation Rate Goal, 2002-03

Statewide Graduation Rate	Statewide Graduation Rate Goal
	82.8%

Adequate Yearly Progress Status

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2013-14. In order to achieve this goal, districts and schools must make Adequate Yearly Progress (AYP) in meeting minimum annual measurable objectives in English-Language arts and mathematics. Detailed information about AYP can be found at the California Department of Education Web site at http://www.cde.ca.gov/ayp.

Schools and local education agencies (LEAs) that do not make AYP for two consecutive years enter Program Improvement (PI). PI is a federal intervention program where schools and LEAs are subject to increasingly severe sanctions for each year they do not make AYP. The list of all schools and LEAs identified for PI can be found at the California Department of Education Web site at http://www.cde.ca.gov/ayp.

Note: LEA refers to school districts, county offices of education that operate schools, and direct-funded charter schools.

Adequate Yearly Progress and Program Improvement Status
of Local Education Agencies and Schools, 2003-04

	Total Number	**Adequate Yearly Progress (AYP) Status**		**Program Improvement (PI) Status**	
		Number making AYP	**Percent making AYP**	**Number in PI**	**Percent in PI**
Local Education Agencies (LEAs)					
Schools					

Teacher Qualifications

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a Bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject they teach. More information on teacher qualifications required by NCLB can be found at the California Department of Education's Web site: http://www.cde.ca.gov/pr/nclb/teachqual/.

Type of Credential for Teachers Teaching Core Academic Courses, 2002-03

Type of Credential	Percent*
Full	
Emergency (University Intern, District Intern, Pre-Intern, Emergency Permits)	
Waiver	

*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100%.

Education Level for Teachers Teaching Core Academic Courses, 2002-03

Education Level	Percent
Doctorate	
Master's Degree + 30 Units	
Master's Degree	
Bachelor's Degree + 30 Units	
Bachelor's Degree	
Less than Bachelor's	
None Reported	

Percentage of Core Academic Courses Taught by Highly Qualified Teachers, 2002-03

	Percent of core courses taught by highly qualified teachers
Statewide	
In High-Poverty Schools	
In Low-Poverty Schools	