Fact Book 2003

Handbook of Education Information

California Department of Education http://www.cde.ca.gov

Publishing Information

The *Fact Book 2003: Handbook of Education Information* was developed by the Office of the Superintendent, California Department of Education, and was published by the Department, 1430 N Street, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It is available on the Web site <*http://www.cde.ca.gov*>.

© 2003 by the California Department of Education
All rights reserved

Contents

A Message from the State Superintendent of Public Instruction 6

Preface 7

Fingertip Facts on Education in California 8

Education Agencies

California Department of Education 9
State Board of Education 15
County Offices of Education 18
Local Control 18

Education Statistics (California Basic Educational Data System—CBEDS) 19

Enrollment in California Public Schools, 1999-00 Through 2001-02 20
Enrollment and Number of California Public Schools, by Grade Span, 2001-02 21
California's Largest and Smallest Public School Districts, 2001-02 22
California Schools' Changing Ethnic Makeup 23
Teacher Credentials and Experience, 1997-98 Through 2001-02 24
Number and Percent of Teachers in Selected Age Groups, 2001-02 24
Full-Time Equivalent Pupil Services Staff in California Public Schools, 1987-88 Through 2001-02 25
Number of Computers Used for Instruction-Related Purposes and Number of Classrooms with Internet Access in California Public Schools, 2001-02 25

Requirements

Compulsory Education and Minimum School-Admission Age 26
Immunization and Health Checkup 27
Public Access 28
Immigration Status of Students—Proposition 187 of 1994 and Welfare Reform Act of 1996 30
High School Graduation and College Admission Requirements 32

State Board of Education Waivers 33

Testing 34

Standardized Testing and Reporting Program 34
California High School Exit Examination 35
Physical Fitness Testing 37
California English Language Development Test 37
National Assessment of Educational Progress 38
California High School Proficiency Examination 39
General Educational Development 39

Accountability 40

Public Schools Accountability Act of 1999 40
Academic Performance Index 40
Alternative Accountability System 42

State Assistance Programs 42
School Awards/Recognition Programs 45
Individual Award/Recognition Programs 46

Support Programs

No Child Left Behind Act 48
Title I 48
Homeless Education 49
Educational Partnerships 50
Family Involvement 50
American Indian Education Centers 51
Coordinated School Health 52
Healthy Start 52
The California Healthy Kids Survey 53
Positive Youth Development 53
After School Education and Safety Program 54
Cal-SAFE 54
CalServe 55
Counseling and Student Support 56
School Counseling Programs 56
Dropout Prevention and Recovery Act 58
Foster Youth Services Programs 58
Safe Schools and Violence Prevention 60
Child Care and Development Programs 61
Nutrition Services 63
English Learner Students 64

Specialized Programs

Special Education 67
Advisory Commission on Special Education 67
Selected Projects/Programs 67
State Special Schools and Services Division 68
Clearinghouse for Specialized Media and Technology 69
Preparing Students for the Workforce 70
Adult Education 73

Instructional Resources

Curriculum Frameworks and Instructional Resources Adoption Processes 76
Curriculum Commission 76
Curriculum Frameworks Adoption Process 76
Instructional Materials Evaluation and Adoption Process 77
Schiff-Bustamante Standards-Based Instructional Materials Program 79
Standards Maps for Grades 9–12 79
School Libraries 80

Alternative Schools

Educational Alternatives in Public Schools 83
Alternative Schools and Programs 83
Magnet Programs 84
Community Day Schools 84
Community Service Grant Program 84
Continuation Education 84
County Community Schools 85
High-Risk Youth Education and Public Safety Program 85
Home and Hospital Instruction 85
Independent Study 86
Juvenile Court Schools 86
Opportunity Education Program 87
Statewide Enrollment in Educational Alternatives 1997-98 Through 2001-02 87
Charter Schools 88

Facilities and Staffing

School Facilities 90
Year-Round Education 92
Class Size 94
K–3 Class Size Reduction (State Program) 94
Morgan-Hart Class Size Reduction Program 95
Class Size Penalties 95
Number of Teachers (FTE) and Average Class Size in California Public Schools, K–3, 2000-01 and 2001-02 96

School Finance

Administrator–Teacher Ratio 97
2002-2003 Education Budget 98
State Lottery 103
K–12 Lottery Revenue Allocations 104
Statewide 2000-2001 Average Salaries and Expenditure Percentages 105
Average Salaries of Public School Teachers, 2000-01 107

Private Instruction 108

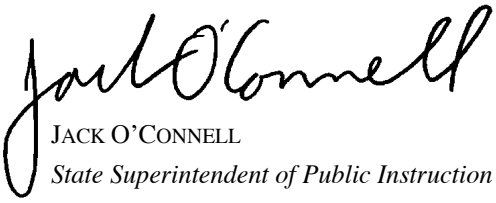
References

Helpful Contacts for Education Information 110
Calendar of Events—2003 114

A Message from the State Superintendent of Public Instruction

Californians need facts about our vast public education system to make informed decisions about our schools, but it often is difficult to know where to find current information. This resource, *Fact Book 2003,* includes a wealth of data and background about programs in California's public schools and at the California Department of Education. The document answers many of the questions that educators, students, parents, elected officials, policymakers, media representatives, and others have about our school system.

Our schools deserve our attention and our support, particularly during these difficult fiscal times. I appreciate your interest in learning more about California's public education system, and I hope you find *Fact Book 2003* useful.



JACK O'CONNELL
State Superintendent of Public Instruction

Preface

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

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

We regret not being able to supply hard copies of the *Fact Book*; for this reason you are welcome to duplicate it as needed. Please call (916) 319-0583 if you have any questions or recommendations for future editions.

Fingertip Facts on Education in California

Number of school districts, 2001-02:

Unified	327
Elementary	566
High	93
Other	70
Total	1,056

Number of public schools, 2001-02:

Elementary	5,423
Middle	1,171
Junior high	22
High	966
K–12	68
Continuation	521
Alternative	242
Community day	279
Special education	122
Other	101
Total	8,915

Number of students in public schools, 2001-02:

Kindergarten and grades one through eight	4,329,008
Grades nine through twelve	1,745,295
Ungraded programs	73,072
Total	6,147,375

Number of students in private schools, 2001-02:

Total	631,619

Racial and ethnic distribution in public schools, 2001-02:

Teachers	*Number*	*Percent*
American Indian or Alaskan Native	2,073	0.7
Asian	13,360	4.4
Pacific Islander	582	0.2
Filipino	3,249	1.1
Hispanic	41,543	13.5
African American	15,644	5.1
White, not Hispanic	227,694	74.2
Multiple or no response	2,795	0.9
Total	306,940	100.0

Students	*Number*	*Percent*
American Indian or Alaskan Native	53,314	0.9
Asian	495,313	8.1
Pacific Islander	40,401	0.7
Filipino	150,360	2.4
Hispanic	2,717,602	44.2
African American	512,996	8.3
White, not Hispanic	2,138,085	34.8
Multiple or no response	39,304	0.6
Total	6,147,375	100.0

Number of twelfth-grade graduates, 2000-01:

Total	316,124

Number of teachers, 2001-02:

Elementary schools	164,670
Middle and junior high schools	50,180
High schools	70,911
Other (includes continuation schools)	21,179
Total	306,940

Average salaries, 2001-02:

Full-time Teachers

Common administrative districts	$ 59,506
Elementary districts	54,193
High school districts	57,224
Unified districts	54,103
Statewide average	54,348

School Site Principals

Elementary school level	$83,994
Middle school level	88,207
High school level	93,468
Statewide average	87,901

Superintendents

Common administrative districts	$153,682
Elementary districts	115,854
High school districts	127,905
Unified districts	129,560
Statewide average	123,684

California Department of Education

Mission

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

Vision

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

Guiding Principles

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

Goals

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

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

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

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

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

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

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

CDE Organization

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION **(916) 319-0800**
Jack O'Connell **FAX (916) 319-0100**

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

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

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

CHIEF DEPUTY SUPERINTENDENT **(916) 319-0794**
Gavin Payne **FAX (916) 319-0104**

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

ASSESSMENT AND ACCOUNTABILITY BRANCH

Deputy Superintendent **(916) 319-0812**
Geno Flores **FAX (916) 319-0109**

The Assessment and Accountability Branch is responsible for programs designed to promote district and school accountability for improving student achievement. Within the branch, the Standards and Assessment Division develops and administers state student testing programs, such as the Standardized Testing and Reporting (STAR) program, the *California High School Exit Examination (CAHSEE),* and the *California English Language Development Test (CELDT).* In addition, the division coordinates other K–12 tests, such as the *General Educational Development (GED)* examination and the *National Assessment for Educational Progress (NAEP).* The Policy and Evaluation Division supports research and evaluation activities and develops the Academic Performance Index (API) that is used to rank school performance. This office also administers various state and federal award programs recognizing outstanding schools and teachers. The School and District Accountability Division oversees the state coordinated compliance review and program quality review processes, which are designed to ensure that schools and districts operate high-quality programs consistent with state and federal laws.

FINANCE, TECHNOLOGY, AND ADMINISTRATION BRANCH

Deputy Superintendent **(916) 319-0815**
Susie Lange **FAX (916) 319-0106**

The Finance, Technology, and Administration Branch is composed of the following seven divisions: (1) CDE Press; (2) Data Management; (3) Technology Services; (4) Fiscal and Administrative Services; (5) Personnel Services; (6) School Facilities Planning; and (7) School Fiscal Services. The branch is responsible for CDE budget and personnel services; oversight of school facilities planning throughout California; development and preparation of education-related publications; apportionment of state and federal resources to local educational agencies (LEAs), assistance to LEAs for all fiscal and business aspects of public schools; administration of California charter schools; provision of information systems and services to CDE and LEAs; collection and dissemination of demographic data on California's public schools and school districts; long-range planning for CDE data management, building operations, and services; and development of education technology in LEAs.

CURRICULUM AND INSTRUCTION BRANCH

Deputy Superintendent **(916) 319-0806**
Sue Stickel **FAX (916) 319-0103**

The Curriculum and Instruction Branch encompasses Curriculum and Instructional Leadership; Child, Youth, and Family Services; and Education Equity, Access, and Support. The branch supports schools and districts so that California students achieve academic standards before graduation from high school. The branch supports statewide educational reform efforts in standards, accountability, and grade-span initiatives; promotes equitable and effective educational programs; supports the efforts of educators, families, and community members to work together; and provides technical assistance to help LEAs understand and implement reforms, statutes, regulations, and guidelines.

Curriculum and Instructional Leadership

This area is responsible for the district and school intervention programs designed to improve student achievement in low-performing schools. These divisions have a primary responsibility in assisting the State Board of Education in the adoption of K–12 curriculum frameworks and K–8 instructional materials. Staff members also support various professional development programs and work with the California Commission on Teacher Credentialing to improve professional standards and licensing criteria. In addition, the divisions provide leadership and support to LEAs in the delivery of career development and workforce preparation services and programs. Curriculum and Instruction staff also serve as liaisons to higher-education segments and provide policy analyses and support to the State Superintendent's roles as University of California Regent and California State University Trustee.

Child, Youth, and Family Services

Associate Superintendent **(916 319-0797**
Kathy Lewis **FAX (916) 319-0105**

The Child, Youth, and Family Services are composed of the following divisions: Child Development, Learning Support and Partnerships, Management Systems, and Nutrition Services. Its primary responsibilities are to administer and provide leadership and support for child development, learning support, and nutrition programs. These programs enhance the health, well-being, and development of California's children, leading to their greater success in school. These divisions administer school-linked coordinated services, child care and development, after-school care, health education, nutrition education, physical education, service-learning, HIV/STD prevention, substance-abuse prevention, school and child care nutrition, food distribution, pregnant and parenting student programs, and associated data collection efforts.

Education Equity, Access, and Support
Associate Superintendent **(916) 319-0809**
Paula Mishima **FAX (916) 319-0107**

The Education Equity, Access, and Support divisions are responsible for the administration of departmental activities relating to adult education, counseling, and educational options; special education; and state special schools and services. Staff members (1) administer adult education programs and provide leadership for counseling programs, continuation education programs, independent study programs, opportunity classes, and community day schools; (2) administer special education programs and develop plans to meet present and future needs: monitor LEAs for compliance with state and federal laws, implement court orders, and provide complaint resolutions; and (3) oversee the state special schools.

GOVERNMENT AFFAIRS BRANCH

Deputy Superintendent **(916) 319-0821**
B. Teri Burns **FAX (916) 319-0116**

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

COMMUNICATIONS OFFICE

Director of Communications **(916) 319-0818**
Rick Miller **FAX (916) 319-0111**

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

LEGAL AND AUDITS BRANCH AND OFFICE OF EQUAL OPPORTUNITY

General Counsel **(916) 319-0860**
Marsha A. Bedwell **FAX (916) 319-0155**

The Legal and Audits Branch is responsible for advising and representing CDE and the SSPI on legal matters and advises and represents the State Board of Education when there is no conflict of interest between CDE and the State Board of Education. The General Counsel coordinates CDE's external audit response program, including audits by the federal government; reviews departmentwide complaints; coordinates CDE's internal audits program, including audits to determine the economy and efficiency of program operations; and oversees the external audits and investigations program. The General Counsel also coordinates the investigations conducted by the Office of Equal Opportunity. In addition to general advice to CDE, the branch provides advice on legislation and legal matters regarding other governmental agencies and the state special schools.

State Board of Education

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

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

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

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

criteria for approval and, if approved, setting the area in which the local election on each petition will be held.

- *Charter schools*. The State Board assigns numbers to petitions to establish charter schools under the Charter Schools Act of 1992. Subject to certain conditions and limitations, charter petitions may be submitted for approval directly by the State Board. The State Board and State Superintendent have joint approval authority over petitions to establish charter districts.
- *Funding allocations*. The State Board allocates certain state and federal funding sources.
- *Class size reduction.* The State Board has specific authority to approve certain classroom configurations within the Class Size Reduction Program.

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

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

CALIFORNIA STATE BOARD OF EDUCATION PUBLIC ROSTER

Name	Address/phone/e-mail	Took office	Term expires
Mr. Reed Hastings *2003 State Board President*	CEO, NetFlix.com, Inc. 970 University Avenue Los Gatos, CA 95032 Office: (408) 399-3772 Email: hastings@arugula.com	February 25, 2000	January 15, 2004
Mr. Joe Nuñez *2003 State Board Vice President*	Executive Director, Region 2 Manager California Teachers Association Contact: State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	October 26, 2001	January 15, 2006
Mr. Robert J. Abernethy	President, Self-Storage Management Company American Standard Development Company P.O. Box 90855 Los Angeles, CA 90009-0855 (310) 642-0080	March 17, 2000	January 15, 2004
Mr. Donald G. Fisher	Chairman, Gap, Inc. 2 Folsom Street, 15th Floor San Francisco, CA 94105 Contact: Pisces Foundation, Inc. (415) 433-7475	March 15, 2001	January 15, 2005
Mrs. Nancy Ichinaga	Retired Principal, Bennett-Kew Elementary School Contact: State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	February 25, 2000	January 15, 2004
Carol S. Katzman	Contact: State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	March 11, 2003	January 15, 2007
Suzanne A. Tacheny	Exec. Dir., CA Business for Education Excellence 1215 K Street, Suite 1510 Sacramento, CA 95814 (916) 443-6411	March 15, 2001	January 15, 2005
Curtis Washington	Contact: State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	March 21, 2003	January 15, 2006
Stephanie H. Lee *2002-2003 Student Member*	Contact: State Board Office 1430 N Street, Room 5111 Sacramento, CA 95814 (916) 319-0827	August 16, 2002	July 31, 2003

State Board Office Staff

1430 N Street, Room 5111, Sacramento, CA 95814
(916) 319-0827; FAX (916) 319-0175

Rae Belisle, *Executive Director*
Phil Garcia, *Deputy Executive Director*
Karen Steentofte, *Chief Counsel*
Deborah Franklin, *Education Policy Consultant*
Debbie Rury, *Education Policy Consultant*
Greg Geeting, *Education Policy Consultant*
Hazel Bailey, *Executive Assistant*
Maryanna Bogard, *Legal Secretary*
Robin Jackson, *Executive Secretary*
Katherine Gales, *Office Technician*

Note: **Roster correct as of March 2003 (Two positions on the Board are currently vacant.)**

County Offices of Education

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

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

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

Local Control

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

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

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

Education Statistics
(California Basic Educational Data System—CBEDS)

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

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

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

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

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

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

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

Enrollment in California Public Schools, 1999-00 Through 2001-02

Grade Level	Number of Schools, 2001-02*	Enrollment			Percent increase or decrease in enrollment	
		2001-02	2000-01	1999-00	Between 2000-01 and 2001-02	Between 1999-00 and 2001-02
K	5,447	457,165	459,771	459,742	-0.6	-0.6
1	5,500	488,311	487,058	484,503	0.3	0.8
2	5,507	491,610	490,510	485,096	0.2	1.3
3	5,525	488,633	482,278	488,955	1.3	-0.1
4	5,512	485,301	489,043	489,312	-0.8	-0.8
5	5,486	491,274	490,557	464,399	0.1	5.8
6	3,929	493,218	464,494	451,758	6.2	9.2
7	2,377	472,363	458,823	438,999	3.0	7.6
8	2,430	461,133	441,877	431,652	4.4	6.8
Ungraded elementary	1,622	45,950	50,908	53,764	-9.7	-14.5
Subtotal elementary	7,365	4,374,958	4,315,319	4,248,180	1.4	3.0
9	1,880	499,505	485,910	482,270	2.8	3.6
10	1,962	459,588	455,134	444,064	1.0	3.5
11	1,950	420,295	409,119	401,246	2.7	4.7
12	1,884	365,907	357,789	347,813	2.3	5.2
Ungraded secondary	402	27,122	27,624	28,099	-1.8	-3.5
Subtotal secondary	2,137	1,772,417	1,735,576	1,703,492	2.1	4.0
State totals	8,915	6,147,375	6,050,895	5,951,672	1.6	3.3

Source: CBEDS data collection, Educational Demographics, October 2001
*Number of schools that reported enrollment in each grade

Enrollment and Number of California Public Schools, by Grade Span, 2001-02*

Elementary schools

Grade	Number	Enrollment
Kdgn.	13	2,612
K–1	20	5,641
K–2	56	22,571
K–3	106	45,852
K–4	99	50,250
K–5	2,326	1,468,983
K–6	1,977	1,223,225
K–7	36	12,574
K–8	585	240,006
1–5	14	8,174
1–6	12	5,535
1–8	8	1,550
3–5	34	17,810
3–6	15	6,819
3–8	7	2,726
4–5	12	5,943
4–6	23	12,727
4–8	19	8,659
Other***	61	21,054
Total	5,423	3,162,711

Middle schools

4–8	20	11,920
5–8	43	38,721
6–8	768	779,243
7–8	309	272,766
Other***	31	15,976
Total	1,171	1,118,626

Junior high schools

7–9	14	14,790
Other***	8	4,520
Total	22	19,310

Kindergarten-grade 12 schools

Grade	Number	Enrollment
K–12	39	32,936
Other***	29	5,039
Total	68	37,975

Community day schools

1–6	7	124
4–6	6	28
5–8	9	90
6–8	13	139
10–12	7	83
7–8	31	445
7–9	6	53
7–10	7	242
7–11	9	205
7–12	24	2,312
8–8	9	51
8–10	6	51
8–11	7	90
8–12	16	446
9–11	10	88
9–12	28	1,653
Other***	84	2,470
Total	279	8,570

Alternative schools

K–8	21	3,695
K–12	61	22,388
1–12	15	2,412
7–12	18	7,419
8–12	8	1,003
9–12	57	16,331
10–12	7	974
Other***	55	5,136
Total	242	59,358

High schools

Grade	Number	Enrollment
6–12	8	9,194
7–12	38	26,246
8–12	16	31,743
9–9	12	1,569
9–10	7	3,591
9–11	15	5,930
9–12	846	1,511,651
Other***	24	12,382
Total	966	1,602,306

Continuation high schools

7–12	17	4,256
8–12	11	2201
9–10	9	211
9–11	18	376
9–12	293	43,057
10–12	119	12,281
11–12	25	1723
Other***	29	4,770
Total	521	68,875

Special education schools

Kdgn.	6	45
K–12	40	17,934
Other***	76	11,745
Total	122	29,724

All other school types**

K–12	11	13,344
1–12	6	3807
5–12	6	2,647
6–12	12	3,034
7–12	22	4,324
9–12	18	4231
Other***	26	8,533
Total	101	39,920

State totals

All schools	8,915	6,147,375

Source: CBEDS data collection, Educational Demographics, October 2001

*Grade span is the range of grades for which a school has reported enrollment. It may not represent all grades that a school supports. For instance, a small school may serve grades K–6, but if no kindergartners enrolled in 2001-02, the grade span would be 1–6.

**Includes juvenile hall, court, county community, opportunity, CYA, and state special schools.

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

California's Largest and Smallest Public School Districts, 2001-02

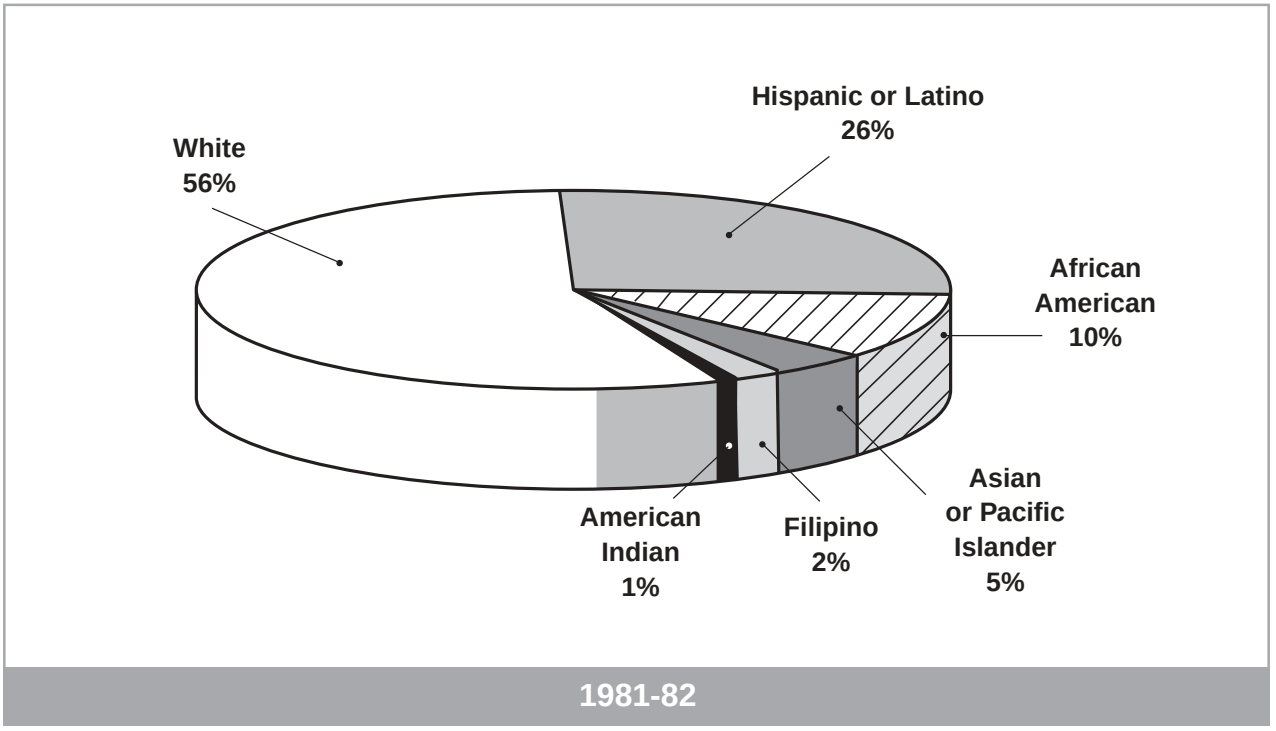
(Includes County Offices of Education)

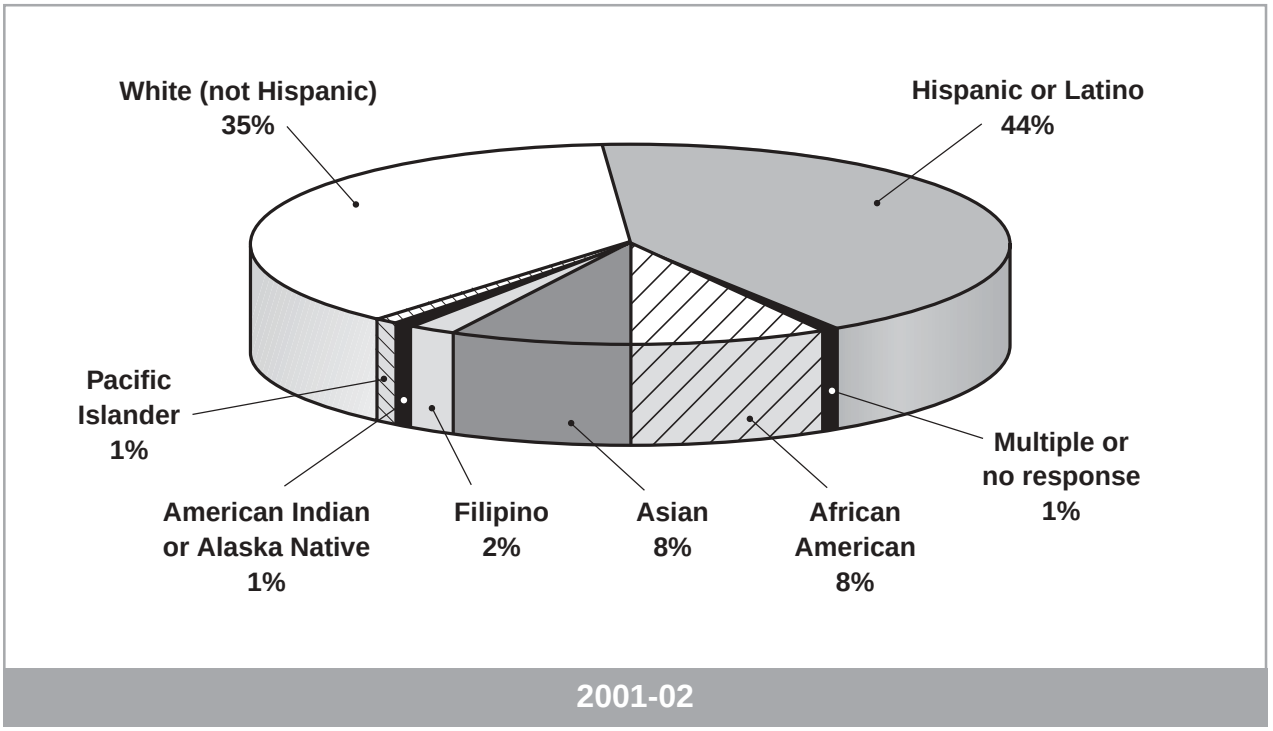
Rank	County	District	Enrollment	Statewide Cumulative enrollment	Cumulative enrollment percent
1	Los Angeles	Los Angeles Unified	735,058	735,058	11.96
2	San Diego	San Diego City Unified	141,599	876,657	14.26
3	Los Angeles	Long Beach Unified	96,488	973,145	15.83
4	Fresno	Fresno Unified	81,058	1,054,203	17.15
5	Orange	Santa Ana Unified	61,909	1,116,112	18.16
6	San Francisco	San Francisco Unified	58,566	1,174,678	19.11
7	San Bernardino	San Bernardino City Unified	54,166	1,228,844	19.99
8	Alameda	Oakland Unified	53,545	1,282,389	20.86
9	Sacramento	Sacramento City Unified	53,418	1,335,807	21.73
10	Sacramento	San Juan Unified	51,383	1,387,190	22.57
11	Sacramento	Elk Grove Unified	49,970	1,437,160	23.38
12	Orange	Garden Grove Unified	49,809	1,486,969	24.19
13	Orange	Capistrano Unified	46,756	1,533,725	24.95
14	Riverside	Riverside Unified	39,688	1,573,413	25.59
15	Riverside	Corona-Norco Unified	39,614	1,613,027	26.24
16	San Joaquin	Stockton City Unified	39,213	1,652,240	26.88
17	San Bernardino	Fontana Unified	38,930	1,691,170	27.51
18	San Diego	Sweetwater Union High	37,175	1,728,345	28.12
19	Contra Costa	Mt. Diablo Unified	36,824	1,765,169	28.71
20	Los Angeles	Montebello Unified	35,379	1,800,548	29.29
21	Orange	Saddleback Valley Unified	35,117	1,835,665	29.86
22	Los Angeles	Pomona Unified	35,070	1,870,735	30.43
23	Contra Costa	West Contra Costa Unified	34,667	1,905,402	31.00
24	Fresno	Clovis Unified	33,418	1,938,820	31.54
25	Riverside	Moreno Valley Unified	33,295	1,972,115	32.08
1,031	Siskiyou	Junction Elementary	26	6,147,016	99.99
1,032	Tuolumne	Chinese Camp Elementary	26	6,147,042	99.99
1,033	Trinity	Cox Bar Elementary	24	6,147,066	99.99
1,034	Tehama	Elkins Elementary	24	6,147,090	100.00
1,035	Shasta	French Gulch-Whiskeytown Elementary	24	6,147,114	100.00
1,036	Santa Barbara	Casmalia Elementary	23	6,147,137	100.00
1,037	Sierra	Sierra County Office of Education	20	6,147,157	100.00
1,038	Marin	Laguna Joint Elementary	17	6,147,174	100.00
1,039	El Dorado	Silver Fork Elementary	17	6,147,191	100.00
1,040	Plumas	Plumas County Office of Education	15	6,147,206	100.00
1,041	Siskiyou	Forks of Salmon Elementary	15	6,147,221	100.00
1,042	Lassen	Ravendale-Termo Elementary	15	6,147,236	100.00
1,043	Trinity	Coffee Creek Elementary	15	6,147,251	100.00
1,044	Humboldt	Maple Creek Elementary	15	6,147,266	100.00
1,045	Siskiyou	Little Shasta Elementary	13	6,147,279	100.00
1,046	Humboldt	Green Point Elementary	13	6,147,292	100.00
1,047	Kern	Blake Elementary	13	6,147,305	100.00
1,048	Tehama	Mineral Elementary	11	6,147,316	100.00
1,049	Sonoma	Kashia Elementary	11	6,147,327	100.00
1,050	Siskiyou	Bogus Elementary	11	6,147,338	100.00
1,051	Marin	Lincoln Elementary	10	6,147,348	100.00
1,052	San Benito	Jefferson Elementary	10	6,147,358	100.00
1,053	San Benito	Panoche Elementary	7	6,147,365	100.00
1,054	Stanislaus	La Grange Elementary	7	6,147,372	100.00
1,055	Alpine	Alpine County Office of Education	3	6,147,375	100.00

Source: CBEDS data collection, Educational Demographics, October 2001

The statewide total enrollment is 6,147,375.

California Schools' Changing Ethnic Makeup





Source: CBEDS data collection, Educational Demographics, October 2001

Teacher Credentials and Experience, 1997-98 Through 2001-02

Credentials											
Year	Number of teachers	Full credential	%	University intern	%	District intern	%	Emergency	%	Waiver	%
1997-98	272,459	237,972	87.3	1,857	0.6	1,571	0.6	28,215	10.4	3,095	1.1
1998-99	283,975	248,535	87.5	2,523	0.9	2,327	0.8	34,194	12.0	3,695	1.3
1999-00	292,012	251,431	86.1	3,710	1.3	2,495	0.9	37,266	12.8	4,220	1.4
2000-01	301,361	258,934	85.9	4,205	1.4	2,179	0.7	34,670	11.5	3,348	1.1
2001-02	306,940	265,201	86.4	4,867	1.6	2,384	0.8	32,523	10.6	3,020	1.0

Experience				
Year	Average years teaching	Average years in district	Number of first-year teachers	Number of second-year teachers
1997-98	13.2	10.7	25,964	20,869
1998-99	12.9	10.4	24,849	23,636
1999-00	12.7	10.3	23,256	22,627
2000-01	12.6	10.3	24,824	21,005
2001-02	12.7	10.3	21,586	21,202

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

Number and Percent of Teachers in Selected Age Groups, 2001-02

Age group	Number of teachers	Percent of teachers
Over 55	43,109	14.0
46 to 55	92,955	30.3
Under 46	167,003	54.4
Not reported	3,873	1.3
Total	306,940	100.0

Source: CBEDS data collection, Educational Demographics, October 2001

Full-Time Equivalent Pupil Services Staff in California Public Schools 1987-88 Through 2001-02

Type of staff	2001-02		1992-93		1987-88	
	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students	Full-time equivalent staff*	Approximate ratio of staff to students
Counselors	6,442	1:954	4,999	1:1,039	5,025	1:893
Psychologists	3,707	1:1,658	2,631	1:1,975	2,237	1:2,006
Librarians	1,274	1:4,826	760	1:6,837	1,004	1:4,471
Social workers	183	1:33,561	120	1:43,298	94	1:47,749
Nurses	2,443	1:2,516	2,004	1:2,593	1,871	1:2,399
Speech/language/hearing specialists	4,197	1:1,456	1,425	1:3,646	1,043	1:4,303
Resource specialists	545	1:11,289	696	1:7,465	931	1:4,821
Other pupil services staff	2,771	1:2,219	1,786	1:2,909	1,663	1:2,699
State totals	21,562		14,421		13,868	

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

Number of Computers Used for Instruction-Related Purposes and Number of Classrooms with Internet Access in California Public Schools, 2001-02

Type of school	Number of schools	Enrollment	Number of computers	Number of students per computer	Number of classrooms w/ Internet
Elementary schools	5,423	3,162,711	487,278	6.5	118,522
Middle and junior high schools	1,193	1,137,937	179,800	6.3	41,671
High schools	966	1,602,306	351,707	4.6	67,457
Continuation and alternative schools	763	128,233	29,645	4.3	6,168
Other schools	570	116,188	26,411	4.4	6,978
State totals	8,915	6,147,375	1,074,841	5.7	240,796

Source: CBEDS data collection, Educational Demographics, October 2001

Compulsory Education and Minimum School-Admission Age

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

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

Kindergarten

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

For additional information on kindergarten enrollment, go to CDE's Web site at <*http://www.cde.ca.gov/ri/kinder.html*>.

First Grade

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

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

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

Immunization and Health Checkup

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

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

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

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

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

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

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

Public Access

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

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

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

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

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

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

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

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

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

Except for certain directory information, such as a student’s name, address, telephone number, and certain other information disclosable by the school district, pupil records are not disclosable

without parental consent, except to certain specified governmental entities and school employees. Parents have an absolute right of access to their children's records and may formally challenge the contents. School districts and private schools are required to transfer a pupil's records to each other when the student changes schools. School districts must notify parents of their rights under the pupil records law (*Education Code* Section 49063).

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

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

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

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

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

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

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

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

Plyler v Doe

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

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

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

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

Welfare Reform Act of 1996

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

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

High School Graduation and College Admission Requirements

Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. State-mandated graduation course requirements, which are the state minimums, are as follows: three years of English; two years of mathematics (including algebra I); three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics); two years of science (including biology and physical science); two years of physical education; and one year of foreign language or visual and performing arts. Recognizing that these 13 years of preparation are state minimums, local school boards often set local graduation requirements that exceed these state-mandated requirements. Effective in the 2003-04 school year, students will also be required to pass the *California High School Exit Examination* to receive a California high school diploma. (Please refer to the Testing section for information on this requirement and two methods of earning a high school diploma or its equivalent: the *California High School Proficiency Examination* and the *General Educational Development* test.)

College Admission Requirements

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

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

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

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

State Board of Education Waivers

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

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

The SBE may waive almost all *E.C.* and *California Code of Regulations* provisions *(Title 5)*, with the exceptions listed in *E.C.* 33050(a)(1 to 19). Exceptions include many of the attendance accounting and revenue limit sections, class size reduction programs (K–3), and all Standardized Testing and Reporting testing provisions. Any new law or regulation may be waived under this provision unless the bill adds that particular statute to the list of exceptions or contains specific language that the new statute "may not be waived by the SBE." The local process for general waivers requires a properly noticed, local public hearing; participation of the local bargaining unit; and participation by any school site council or other advisory body appropriate to the topic.

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

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

If a general waiver is approved for two consecutive years for the same waiver (or for an initial period of two years), the district or COE is given a "permanent" waiver, and it does not need to reapply annually "if information contained on the request remains current" (*E.C.* 33051[c]). However, the SBE may require updated information or rescind these waivers at any time. General waivers (if properly complete and documented) that the SBE has not acted on within two regular meetings are automatically approved "by default" for a period of one year, commencing on the first day of the following month (*E.C.* 33052).

Specific Waivers (Authority found in many other *E.C.* sections)

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

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

Testing

Standardized Testing and Reporting Program

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

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

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

All students, including English learners and students in special education programs, must take the *CSTs* and the *CAT/6* in English. Students in grades two through eight are tested in reading, written expression, spelling, and mathematics; students in grades nine through eleven are tested in reading, written expression, and mathematics. Students in grades eight, ten, and eleven also are tested in history–social science, and students in grades nine through eleven are tested in science. During spring 2003, students in grade five are taking a science field-test (a short test to try out questions for a science test in grade five that is scheduled to be administered for the first time during spring 2004). Parents or guardians who do not want their children tested may submit written requests to exclude their children from testing.

The *CSTs* are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The *CSTs* in English–language arts and mathematics for grades two through eleven became part of the STAR program in 1999. Standards tests in history–social science and science for grades nine through eleven were added in 2001. In spring 2003, the history–social science test will be administered in grade eight instead of grade nine. Writing tests for grades four and seven, requiring students to write an essay in response to an assigned task, were also added in 2001.

Prior to the spring 2003, the *CSTs* included questions from the *Stanford 9* English–language arts tests for grades two through eleven and mathematics tests for grades two through seven that were aligned to state-adopted standards, along with additional test questions that addressed the standards. Beginning in 2003, all *CSTs* are “stand-alone” tests. This means that these tests

include only questions written specifically to assess students' achievement of the California academic content standards.

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

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

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

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

California High School Exit Examination

Education Code Section 60850(a), enacted in 1999, authorized the development of the *California High School Exit Examination (CAHSEE)* that students in California public schools will have to pass to receive a high school diploma, beginning with the class of 2004. The purpose of the *CAHSEE* is (1) to improve student achievement in high school and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics.

There are two parts to the *CAHSEE:* English–language arts and mathematics. By law, each part addresses the state academic content standards adopted by the State Board of Education (SBE).

Education Code Section 60857 (Statutes of 2001, Chapter 716, AB 1609) requires a study to examine whether the test development process and the implementation of standards-based instruction meet required standards for a high-stakes test. The final report of this study is due by May 1, 2003. *Education Code* Section 60859 authorizes SBE, on or before August 1, 2003, to delay the date upon which each pupil completing grade twelve is required to successfully pass the *CAHSEE.* SBE is to use the results of the study as the basis for a decision.

Student Participation

All tenth-grade students are required to take the *CAHSEE* in the spring. Students may be given up to seven additional opportunities to retake the exam. Only the part(s) not passed must be taken again.

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

Students with disabilities must pass, or satisfy the requirements to pass, the *CAHSEE* to receive their high school diploma. These students must be permitted to take the test with any accommodation or modification specified for testing in their individual education program (IEP) or Section 504 plan.

Beginning with the 2000-01 school year, districts are required to send notification about the *CAHSEE* to parents or guardians of ninth-grade students at the beginning of the first semester or quarter of the regular school term and each year thereafter. Transfer students are to receive notification at the time they transfer.

Test Content Format

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

The mathematics portion of the *CAHSEE* addresses state academic content standards in grades six, seven, and Algebra I. It includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students also must demonstrate strong computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages. The math exam consists of all multiple-choice questions.

Reporting/Using Results

Districts are sent two copies of the Student and Parent Report for each student who took the exam. When districts receive individual results of the *CAHSEE*, they are to distribute one copy to parents or guardians and place the other copy in the student's permanent record.

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

The California Department of Education posts school, district, county, and statewide results annually at the end of September on its Web site <*http://www.cde.ca.gov*>.

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

Under Senate Bill 147 (O'Connell, Chapter 808, 2002) that went into effect January 2003, the local governing board may, at the request of a parent or guardian, waive the requirement to pass one or both parts of the *CAHSEE* for a special education student who took the exam using modifications specified in his or her IEP or Section 504 plan and received the equivalent of a passing score.

Beginning in the 2003-04 school year, students must pass, or satisfy the requirements to pass, the *CAHSEE* in addition to meeting the district's requirements for graduation.

Physical Fitness Testing

Since 1996 *Education Code* Section 60800 has required that each district administer a state-designated physical fitness test to all students in grades five, seven, and nine. Annual testing must take place during February, March, April, or May.

Senate Bill 896, approved by the Legislature and the Governor in October 1998, further requires CDE to compile the physical performance test results by December 31 and to submit a report to the Legislature and Governor. This report standardizes the data, tracks the development of high-quality fitness programs, and compares the performance of California's pupils to national norms.

Statewide data are collected electronically, and statewide fitness test results are posted on the Internet. Results are reported by school, county, district, and the state. No individual student results are reported.

In spring 2002 schools were required to conduct physical fitness testing using the required test, Fitnessgram. Results were reported to CDE, the Legislature, and the Governor. These results are available at <*http://www.cde.ca.gov/statetests/pe/*>.

California English Language Development Test

Federal law (Title III) and state law (*Education Code* sections 313, 60810, and 60812) require a state English-language proficiency test that school districts must give to students whose home language is not English. In 1997, Assembly Bill 748 authorized the *California English Language Development Test (CELDT)*. Senate Bill 638 (Alpert, Chapter 678/1999) expanded and refined the legislative requirements for this testing program. The *CELDT* was developed to:

- Identify students as English learners (ELs).
- Monitor the annual progress of English learners toward acquiring English proficiency in listening, speaking, reading, and writing.
- Be used as one of the criteria in the reclassification of students from EL to fluent English-proficient (FEP).

Districts are required to administer the *CELDT* to all students whose home language is not English and for whom there is no record of English language development assessment results within 30 calendar days after they first enroll in a California public school. Districts also are required to administer the *CELDT* annually to identified English learners until they are reclassified as FEP.

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

The *CELDT* covers listening, speaking, reading, and writing skills. Students in kindergarten and grade one are assessed in listening and speaking. Students in grades two through twelve are assessed in all four skill areas. The *CELDT* is aligned to the English language development (ELD) standards adopted by SBE.

In May 2001, SBE approved cut scores for five proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. *CELDT* results show the English proficiency level attained by students in each skill area and overall. Districts must inform parents of test results within 30 calendar days of receiving student results from the testing publisher.

CDE posts three types of reports (all assessments, annual assessments, initial identification assessments) at four levels (state, county, district, school) on the Internet annually. Summary results are reported for all students and for a number of reporting categories that include gender, years of enrollment in a California public school, enrollment in specified programs, and primary languages.

Reclassification guidelines established by SBE clarify the *Education Code* criteria in Section 313(d) to be used in reclassifying a pupil from EL to FEP, beginning in the 2002-03 school year.

Information about the *CELDT*, including the reclassification guidelines, an Exam Blueprint, and ELD Standards, is posted on the California Department of Education Web site at *<http://www.cde.ca.gov/statetests/celdt>*.

National Assessment of Educational Progress

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

In 2002, the *NAEP* assessments in reading and writing for grades four, eight, and twelve were administered to students at selected schools throughout the state. Results for these assessments will be released during the summer of 2003.

In spring 2003, the *NAEP* assessments were administered in reading and mathematics. This was the first administration of *NAEP* under the No Child Left Behind Act, which required state participation in reading and mathematics assessments in grades four and eight. State-level results

of the 2003 assessments will be released in the fall and winter of 2003 for California and other participating states.

In 2004 *NAEP* will include an assessment of high school students learning Spanish as a second language.

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

California High School Proficiency Examination

The *California High School Proficiency Examination (CHSPE)* provides an opportunity for eligible persons to prove their proficiency in the basic skills and receive a certificate equal to a California high school diploma. Proficiency is defined by the average performance of second-semester twelfth graders in California's comprehensive public high schools.

The *CHSPE* is given at approximately 75 sites throughout the state. Registrants must pay a $50 fee. Enrollment in high school at the time the test is given is not a requirement, but persons wishing to take the test must be at least sixteen years of age, have completed one year of tenth grade, or be enrolled in the second semester of the tenth grade. There is no upper age limit to take the test. The State Board of Education awards each person who passes the *CHSPE* a Certificate of Proficiency, which is equivalent by law to a California high school diploma.

The Sacramento County Office of Education (SCOE) operates the CHSPE program. For registration information, call SCOE at (866) 342-4773. For more information concerning the *CHSPE*, contact the Standards and Assessments Division at (916) 445-9441.

General Educational Development

The *General Educational Development (GED)* test is a national test that may be taken by persons who are eighteen years of age or older or who meet specific criteria for testing at age seventeen. The *GED* test is administered statewide through 215 testing centers. The exam is offered in both English and Spanish. The fee to take the test varies from $35 to $90. Examinees who pass the test receive a High School Equivalency Certificate from the state of California and an official report of test results. Topics tested on the *GED* include reading, writing, mathematics, science, and social science–history.

In 2001, a total of 70,031 individuals took the test, with slightly less than 70 percent passing. A total of 6,583 examinees took the test in Spanish. Beginning in January 2004, the GED Testing Service will start a new series of *GED* exams in Spanish. Individuals with partial scores on the current exam will not be allowed to complete it after December 2003.

For more information about the *GED* test, contact the State GED Office at (916) 445-9405, or toll-free at (800) 331-6316. Information is also available at the Department of Education Web site <*http://www.cde.ca.gov/ged*>. Correspondence may be directed to the State GED Office, California Department of Education, P.O. Box 944272, Sacramento, CA, 94244-2720.

Accountability

Public Schools Accountability Act of 1999

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

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

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

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

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

Academic Performance Index

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's base-year API is subtracted from its growth API to determine how much the school grew in a year.

API Reporting Cycles

Because the API measures a school's academic growth, it is reported in terms of a base score and the next year's growth score. The base API, reported each January or February, and its corresponding growth API, reported the following fall, constitute an API reporting cycle. API base reports include API scores, rankings, and growth targets. API growth reports include API scores and whether the school met its growth targets.

Performance Indicators Included

The 2002 API base reflects a school's performance on the following student assessments that were part of California's statewide testing administration:

- Standardized Testing and Reporting (STAR) program:

  Norm-referenced test, all content areas (in 2002, *Stanford 9;* in 2003 and thereafter, *California Achievement Test*, sixth edition)

  California Standards Test in English–language arts (CST ELA), including the writing assessment at grades four and seven

  California Standards Test in mathematics (CST Math)

  California Standards Test in social science (CST SS), grades ten and eleven

- *California High School Exit Examination* (CAHSEE), grades nine and ten (in 2003, grades ten and eleven; in 2004, grades ten through twelve)

The CST Math, CST SS, and CAHSEE are new indicators added to the API beginning with the 2002 API base. The law requires that test results make up at least 60 percent of the API. Other indicators will be added to the API as they become available.

Indicator Weights

For the 2002 API base, the *Stanford 9* in grades two through eight will receive 20 percent of the weight in the API, and the CSTs will receive 80 percent of the weight. The *Stanford 9* in grades nine through eleven will receive 12 percent of the weight in the API, the CSTs will receive 73 percent of the weight, and the CAHSEE will receive 15 percent of the weight. The 2002 API base weighting demonstrates California's increased emphasis on tests that are closely aligned to state content standards, the CSTs, and the CAHSEE and reflects another major step toward the full alignment of standards, assessments, and accountability in California public schools.

Annual API Ranks and Growth Targets

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

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

Statewide API Performance Target

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

API Growth

For the API growth report, schools receive a growth API score, the amount of growth in its API, and whether or not it met or exceeded its growth targets. The growth is calculated by subtracting the base API from the growth API. The growth for each numerically significant subgroup is calculated by subtracting the subgroup base API from the subgroup growth API.

How the API Is Used

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

Alternative Accountability System

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

Schools in the Small Schools Model receive an API with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 test scores. Schools in the Special Education Schools and Centers Model are reviewed as part of a quality assurance process and the annual individualized education program (IEP) review and evaluation process. This accountability model will be refined following SBE review of the new *California Alternate Performance Assessment (CAPA)* currently under development. Schools in the Alternative Schools Accountability Model (ASAM) report student achievement on state tests included in the API and on each of several nontest indicators approved by SBE in March 2001. Schools registered in the ASAM reported first-year data for school year 2001-2002 in July, 2002.

State Assistance Programs

Immediate Intervention/Underperforming Schools Program

The Public Schools Accountability Act of 1999 (PSAA; Statutes of 1999-2000, Senate Bill 1X) established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The program provides fiscal resources and incentives for schools to implement reform strategies, with fiscal and nonfiscal rewards or sanctions as possible consequences, depending on schools' progress while they are funded through II/USP.

The statute (*Education Code* Section 52053 et seq.) provides for the annual selection, from among eligible volunteers, of 430 schools in the lower half of all schools on the Academic Performance Index (API) and that failed to meet API growth targets in the preceding year. These schools receive $50,000 planning grants during the year to support development and implementation of school action plans aimed at removing barriers that affect student achievement. The schools hire external evaluators to coordinate development of the plans. After the plans are approved by local governing boards, reviewed by the California Department of Education (CDE), and approved by the State Board of Education, each school receives a grant of $200 per pupil for each of two consecutive years to implement the action plan.

Schools that meet all API growth targets during the implementation years exit II/USP and are eligible for rewards. Schools that fail to make any progress during the two years are subject to sanctions and interventions in the third year. Schools that make some progress short of achieving all targets receive a third year of funding. At the end of the third year, those schools (1) exit the program if all targets were reached; (2) continue under annual monitoring if some progress short of the target was achieved; or (3) are subject to sanction or intervention if no progress was made. No additional funds are provided after the third year.

Three cohorts of 430 schools each have been funded since 1999. The 350 Cohort 1 schools completed the second implementation year in 2002; 24 schools have been identified for sanctions; 215 for third-year grants; and approximately 80 have exited II/USP. The remainder of the schools fall into one of the three categories (achieved all targets, made some progress, or failed to progress) but are subject to the provisions of the federal Comprehensive School Reform program and/or the High Priority Schools Grants Program, both described below. Three hundred eighty-three Cohort 2 schools are currently in the second year of action plan implementation, and 417 Cohort 3 schools are in the first year of action plan implementation. No funds were provided for a fourth II/USP cohort.

Comprehensive School Reform Demonstration

The federal Comprehensive School Reform Demonstration (CSRD) program was initiated in 1998 to improve the academic performance of low-performing schools by providing grants to implement research-based school site reform activities. In addition to school grants of $200 per pupil, districts of participating schools also receive an additional ten percent of the total awarded to their schools to support administrative, evaluation, and support activities. Because the goals of CSRD and II/USP are quite similar, CSRD (renamed Comprehensive School Reform [CSR] in 2002) was incorporated in California into the PSAA, and the first II/USP cohort included the 80 CSRD schools selected in 1999. Schools in the CSRD/CSR program are funded for three years of implementation and must prepare an application that meets federal requirements. When more applications are submitted than funds can support, the highest scoring applications are selected. Schools in the CSRD/CSR program are subject to the same accountability provisions as other II/USP schools except that since CSRD/CSR provides three years of implementation funding, no additional funds are provided to schools that make some progress.

Currently, of the 80 Cohort 1 CSRD schools, 13 met all targets and have exited the program; six are among the 24 schools subject to sanctions; and the remainder will be monitored until they exit the program or become subject to sanctions. Forty-seven Cohort 2 schools are in the second

year of program implementation. Eligibility criteria for CSR Cohort 3 schools were expanded to improve the utilization of federal funds. Currently, 69 Cohort 3 schools receive CSR grants; approximately half receive funding at $200 per pupil. The remaining schools were eligible for CSR because their API scores placed them in the first decile among all schools, and they receive $400 per pupil. The latter schools were eligible for CSR because they were identified for the High Priority Schools Grant Program, which incorporates programmatic features of both II/USP and CSR. A fourth cohort of CSR schools will be selected in 2004 through a competitive application that will be available in fall 2003.

High Priority Schools Grant Program

While selection for II/USP and CSR was limited to schools that did not meet annual targets, the High Priority Schools Grant Program (HPSGP) was established to provide assistance to the very lowest performing schools (decile 1) regardless of their relative progress. The purpose of the program is to improve pupil performance in seven legislatively identified areas by offering additional resources of up to $400 per student. All schools in decile 1 on the 2000 API were invited to participate in this program. As of March 1, 2003, there were 568 participants.

Key features of the HPSGP include use of technical assistance from school district personnel, county offices of education, universities, a CDE-approved external evaluator, or any other person or entity that has proven successful expertise specific to the challenges inherent in low-performing schools. The technical assistance provider must work together with the school-site council, parents, and the collective bargaining representative in developing the HPSGP School Action Plan. Additionally, parents and other members of the community are involved in developing and implementing the plan. Schools are encouraged to use the Single Plan for Student Achievement format currently used by schools submitting a Consolidated Application to develop new plans or modify existing action plans to meet the HPSGP requirements. (See *<http://www.cde.ca.gov/ccpdiv/singleplan/>*.)

Another key feature of the HPSGP is the requirement that each participating school district will submit an annual report to the State Superintendent of Public Instruction (SSPI) that describes how its HPSGP-funded schools are progressing toward meeting the goals developed in their school action plans. This report and additional data collected by CDE will identify key elements that, over time, may influence school and student achievement.

Schools eligible for HPSGP that are currently participating in II/USP receive a supplemental $200 per student, for a total of $400 per student for the remainder of their original II/USP timeline.

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

School Awards/Recognition Programs

Cash Award Programs Linked to the Academic Performance Index

The PSAA requires that the API be used to measure the academic growth of a school in order for the school to qualify for the Immediate Intervention/Underperforming Schools Program (II/USP) and the Governor's Performance Award (GPA) program. Proof of API growth is also required as a primary criterion of the Certificated Staff Performance Incentive Act. For both award programs, the ability to calculate an accurate API for a school is critical. In circumstances in which a valid API cannot be calculated, schools are not eligible for any awards.

In years when the GPA is funded, the program can provide school-level awards of up to $150 per K–12 student for schools that (1) meet their API annual growth target; (2) meet their identified subgroup targets; and (3) demonstrate a student participation rate of 95 percent on the annual *Standardized Testing and Reporting (STAR)* tests.

The Certificated Staff Performance Incentive Act awards, when funded, provide monetary awards to certificated staff only at schools that show the highest gains according to the following criteria:

- They have an API in deciles 1 to 5.
- They show STAR growth across all subject areas for two consecutive years.
- They demonstrate a minimum of two times their annual schoolwide API growth target.
- They demonstrate that any identified subgroups make at least twice the subgroup target.
- They demonstrate a student participation rate of 95 percent on the annual *STAR* tests.

For information on the award programs linked to this year's API, contact Mary Chenier, Awards Unit, Policy and Evaluation Division, (916) 319-0866.

California School Recognition Program

The California School Recognition Program, also known as the Distinguished Schools Program, highlights and reinforces the educational priorities of the State Superintendent of Public Instruction and the State Board of Education and is coordinated with the GPA program. The recognition program rewards schools that are in the upper half of the statewide distribution of API scores and are implementing those priorities. The program also identifies exemplary and inspirational public schools to serve as models of achievement for other schools. The recognition program enhances the image of public education by focusing on successful schools selected on the basis of quality indicators. The indicators, or criteria, reflect a consensus of the education community on the elements of an exemplary school. Individual schools also use the evaluation criteria for self-assessment. Elementary and secondary schools are recognized in alternate years. The 2002-2003 program focuses on middle and high schools. The California program is also coordinated with the National Blue Ribbon Schools Program.

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

National Blue Ribbon Program

Schools that achieve Distinguished School status are eligible to apply for the National Blue Ribbon Program if they meet the United States Department of Education (USDE) criteria. Schools are eligible to apply only in the one-year cycle immediately following Distinguished School designation. The National Blue Ribbon Schools Program, established in 1982, has three purposes: (1) to identify and give public recognition to outstanding public and private schools across the United States; (2) to make available a comprehensive framework of key criteria for school effectiveness that can serve as a basis for participatory self-assessment and school planning; and (3) to facilitate communication and sharing of best practices within and among schools based on criteria related to success. Eligibility is determined by various combinations of achievement and socioeconomic status as determined by the USDE.

Elementary and secondary schools are recognized in alternate years. The 2002-2003 program focuses on elementary schools. Each year the USDE determines how many California schools may be selected (35 schools in 2002-2003). Award-winning schools are honored at the annual Distinguished Schools ceremony and at a presidential ceremony in Washington, D.C., in the fall.

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

Individual Award/Recognition Programs

California Teachers of the Year

Each year five teachers are selected to represent “the best practices in the practice” of the classroom. These teachers are honored at a State Board of Education ceremony and a special recognition dinner. One of the five teachers is chosen to represent California in the National Teacher of the Year Program. Primary sponsors of the program are the California Teachers of the Year Foundation, California State Lottery, California Masonic Foundation, GTECH, Harcourt Educational Measurement, National Semiconductor, NCS Pearson, Toshiba America Electronic Components, Inc., and SmarterKids Foundation (SMART Technologies, Inc., NEC Technologies, Inc., and AlphaSmart, Inc.).

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

Educator Explorer

Educator Explorer is a new competitive contract program for states to put together teams to design professional development processes. State grants will be around $50,000.

For information about the Educator Explorer Program, contact Carol Smith, Awards Unit, Policy and Evaluation Division, (916) 319-0412.

Milken Family Foundation National Educator Awards

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

selected in each state by the Milken Family Foundation. Recipients are relative newcomers to the field of education. State departments of education assist in various aspects of the program in accordance with foundation guidelines.

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

Presidential Awards

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

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

No Child Left Behind Act

On January 8, 2002, the No Child Left Behind Act of 2001 (NCLB) was enacted. This new law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) and the federal role in education since the ESEA was enacted in 1965. NCLB changes the federal government's role in kindergarten-through-grade-twelve education by asking schools to describe their success in terms of what each student accomplishes. With Title I as the cornerstone, the Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

The Act entails these components:

- With standards in place, states must test every student's progress toward those standards by using tests that are aligned with the standards. The law expands the current requirement of schools to administer tests in each of three grade spans: grades three through five, grades six through nine, and grades ten through twelve in all schools. Beginning in the 2005-06 school year, tests must be administered every year in grades three through eight and once in grades ten through twelve in math and reading. Beginning in the 2007-08 school year, science achievement must also be tested.
- Each state, school district, and school will be expected to make adequate yearly progress toward meeting state standards. Test results will be sorted to measure the progress of all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency.
- School and district performance will be publicly reported in district and state report cards. Individual school results will be on the district report cards.
- If the district continually fails to make adequate progress toward the standards, then the district will be held accountable.

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

Title I

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

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

Education of Migratory Children

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

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

For more information, contact the Migrant Education/International Office at (916) 319-0626.

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

This program provides financial assistance to educational programs for youths in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' collaboration with locally operated correctional facilities. The state provides technical assistance to ensure that neglected or delinquent children and youths meet the same state standards that are required of all students and that they are prepared to transition from correctional facilities to locally operated programs.

Homeless Education

Congress passed the Stewart B. McKinney Homeless Assistance Act in 1987. There are over 300,000 homeless children and youths in California. The Education for Homeless Children and Youth program is intended to ensure that homelessness does not cause these children and youths to be left behind in school. They should have access to the education and services they need to meet the state content standards that all students are expected to meet.

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

Educational Partnerships

Family Involvement

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

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

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

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

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

Major state and federal education reform efforts emphasize the importance of family and community involvement to increase student achievement and strengthen public schools. The No Child Left Behind Act of 2001 requires the adoption of site-level family involvement policies to support students in attaining high academic standards and family-school compacts that express the shared responsibilities of schools and parents as partners in students' success. As required by state law, the California Department of Education (CDE) identified model compacts that were

approved by the State Board. These model compacts were published in a guide, *Family-School Compacts,* and are on CDE's Web site <*http://www.cde.ca.gov/fc/family/compacts.html*> to assist school districts and schools in developing and using the compacts to encourage a closer working partnership between the home and the school.

The No Child Left Behind Act also requires a variety of parent notifications that cover topics such as the professional qualifications of the child's teacher, services provided by and qualifications of paraprofessional staff, notification when the child has been taught for four or more weeks by a teacher who is not highly qualified, the level of achievement of the child in required state academic assessments, English learner program requirements, the parental involvement policy, and program improvement status and related options, such as choice and supplemental services.

Furthermore, a series of "parents' rights" were defined by Assembly Bill 1665 (Torlakson, 1998). CDE makes available resources for creating successful home-school-community partnerships, such as the *Parents' Rights* brochure, which is available in English, Spanish, Chinese, and Vietnamese. The information on the brochure is available on the Web site <*http://www.cde.ca.gov/iasa/parntrts.html*> in English, Spanish, and Chinese.

Abridged versions of the content standards in brochure format for kindergarten through grade twelve in language arts, mathematics, science, and history–social science have been distributed to all county offices of education and are available to school districts from the Title I Policy and Partnerships Office upon request. The abridged content standards are also available in both English and Spanish on the Web site at <*http://www.cde.ca.gov/cdepress/standards_brochures.html*>.

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

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

For more information, contact the Title I Policy and Partnerships Office at (916) 319-0382.
For more information on Even Start, contact the Policy and Program Coordination Office at (916) 319-0621.

American Indian Education Centers

Indian education centers in California are authorized by California *Education Code,* Article 6, sections 33380–33383. Center staff assists schools with professional development, counseling, tutorial services, and parent education. Staff members also provide supplemental and extended-day instructional programs to meet the needs of American Indian students. For more information, contact the Policy and Program Coordination Office at (916) 319-0621.

Coordinated School Health

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

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

A coordinated approach to school health is a powerful way of reinforcing healthy behaviors and empowering students with the knowledge, skills, and judgment to help them make smart choices in life. However, schools cannot single-handedly address our youths' health-related needs. Creating a school/community environment that truly allows youths to reach their greatest potential can be accomplished only by strong partnerships among youths, families, schools, local government, faith-based organizations, businesses, local health agencies, and others.

CDE's School Health Connections (SHC) Office administers several programs to improve the general health and well-being of California's children. CDE works closely with many other state agencies, particularly the Department of Health Services, to build a statewide infrastructure to support coordinated school health. CDE and DHS jointly convened a broad-based work group, which developed recommendations in *Building Infrastructure for Coordinated School Health—California's Blueprint*. The report is available on CDE's Web site <*http://www.cde.ca.gov/cyfsbranch/lsp/health/blueprintfinal.pdf*>.

Healthy Start

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

Collaborative planning grants of $50,000 are awarded over a one- or two-year period, and operational grants provide $300,000 for up to a five-year period with $100,000 for start-up costs. Since 1991-92, 635 operational grants have been awarded to 1,368 schools with more than 1,028,000 students, and 811 collaborative planning grants have been awarded to 1,699 schools with more than 1.2 million students.

The results of statewide evaluations for the past several years show increases in test scores, improvements in children's classroom behavior, and greater parent involvement in Healthy Start schools. Findings from a 1999 evaluation of Healthy Start showed that test scores for schools in the lowest quartile improved substantially. Reading scores for the lowest performing elementary

schools increased by 25 percent and math scores by 50 percent. Individual students in the lowest quartile showed similar improvement. A major goal of Healthy Start is to build capacity at the school site to sustain these support services with other resources when the grant has expired.

For more information, contact the Healthy Start and After-School Partnerships Office at (916) 319-0923 or go to its Web site at <*http://www.cde.ca.gov/healthystart/*>.

The California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) is a comprehensive youth health-risk and resilience survey data collection system sponsored by CDE and available to all local educational agencies (LEAs). The CHKS is an easily customized, confidential, and anonymous self-report that assesses all major areas of health-related risk behavior and resilience. The survey support system is low-cost and uses the latest technology to help local agencies plan, collect, and use data to improve prevention and health programs.

The secondary school survey consists of a general core with five optional supplementary modules, which an LEA can configure to meet local needs and standards. Individual modules assess tobacco use; drug use and violence; diet, physical activity, and general health; and sexual behavior and HIV/AIDS risks. All these areas except sexual behavior and suicide are covered briefly in the general core. In addition, a sixth module assesses resilience and youth development. A single elementary school survey provides comparable, developmentally appropriate data focusing on risk and resilience factors.

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

Positive Youth Development

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

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

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

- An emphasis on cooperation, prosocial development, and positive relationships among children and youths;
- A focus on developing a positive and cooperative school climate;

- Program planning and development that involve children and youth in taking a positive and active role in their schools and communities, such as participation in school and community service programs;
- Peer leadership and peer helping programs; and
- Training for school staff in positive youth development concepts and approaches.

For more information, contact the Safe and Healthy Kids Program Office at (916) 319-0920, or e-mail D. J. Peterson at <*dpeterso@cde.ca.gov*>.

After School Education and Safety Program

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

ASESP encourages schools and school districts to provide safe and educationally enriching alternatives for children and youths during nonschool hours. The program creates incentives for establishing locally driven before- and after-school education and enrichment programs. In addition to continuing the provision of existing programs, ASESP adds several new components. Local law enforcement must be included as part of the local collaborative; computer training, fine arts and physical fitness may be included as enrichment activities; and programs may be located off school sites. As a result of Proposition 49, it is anticipated that funding for these programs will increase in the next few years. When state general fund spending for the year (other than spending guaranteed for education under Proposition 98) is $1.5 billion higher than the highest spending level for any previous year since 2000, every elementary and every middle school will be eligible to apply for funding. The current estimate for this expansion is fiscal year 2005-06.

For more information, please contact the After School Education and Safety Program at (916) 319-0923, or e-mail at <*http://www.cde.ca.gov/afterschool*>.

Cal-SAFE

The California School-Age Families Education (Cal-SAFE) program began in 2000 to provide a comprehensive, community-linked school program for pregnant and parenting students and their children in 140 districts. Program goals for enrolled students include an increased number of students graduating from high school and making the transition into postsecondary education or the world of work, decreased dependency on welfare, improved parenting skills, and fewer incidents of repeat births to teen mothers. Female and male students age eighteen or younger who have not graduated from high school may voluntarily enroll in the Cal-SAFE program if

they are expectant parents, custodial parents, or parents taking an active role in the care and supervision of their child. A student with an active individualized education program (IEP) is eligible until age twenty-two. As long as teen parents are enrolled in the Cal-SAFE program, their children are eligible for services until the age of five years.

For more information, contact the Youth Education Partnerships Office at (916) 319-0541, or e-mail Nancy Christophel at <*nchristo@cde.ca.gov*>. In addition, the Cal-SAFE Web site is <*http://www.cde.ca.gov/calsafe*>.

CalServe

The California Department of Education's CalServe Initiative, established in 1990, funds partnerships of local educational agencies and community-based organizations to support K–12 service-learning. Service-learning is an instructional strategy that actively involves youths in academic programs through community service. Students and participants learn through participation in thoughtfully organized service that meets community needs, fosters civic responsibility, enhances the students' academic achievement, and provides structured time for students to reflect on the service experience.

For more information, contact the Youth Education Partnerships Office at (916) 319-0917.

Counseling and Student Support

School Counseling Programs

A school counseling program is comprehensive in scope, preventative in design, and developmental in nature. A comprehensive program focuses on what all students—from prekindergarten to adult—should know, understand, and be able to do in three areas: academic, career, and personal/social. The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventative manner, ensuring that all students achieve success in school. The goal of a school counseling program is to increase student learning and achievement by promoting student academic development, career development, and personal and social development.

A school counseling program is an integral component of the educational system and is vital in preparing and assisting students to be successful learners. School counselors and other members of the student support team (school psychologists, school social workers, child welfare and attendance supervisors, and school nurses) provide students with support and assistance in making decisions, managing emotions, coping with crises, overcoming barriers to learning, setting short-term and long-term goals, preventing suicides, improving attendance, reducing and resolving conflicts, involving parents, and getting access to the core curriculum. In addition, school counselors and other members of the support team help students by creating a positive learning environment; teaching self-management skills; acting as advocates for youths; and providing relevant academic, career, and personal/social counseling to enable them to make informed decisions along the way.

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

The following resources and others are available on CDE's Web site at <*http://www.cde.ca.gov/spbranch/ssp/*>. These resources provide valuable direction to school districts and county offices of education in developing program standards and accountability systems in school counseling programs:

- The *Support Personnel Accountability Report Card (SPARC)*, developed by the Los Angeles County Office of Education and the California Department of Education, is a continuous improvement tool that gives a school an opportunity to demonstrate effective communication and a commitment to getting results. Modeled after the School Accountability Report Card, the SPARC helps schools promote their counseling and student support program, improve their program's accountability, and implement the *National Model for School Counseling Programs.*
- The *Tenth-Grade Counseling Program* (*Education Code* sections 48431.6 and 48431.7) requires school districts receiving these funds to provide a systematic review of each student's academic progress and counseling regarding educational options available during the final two

years of high school. The purpose of the program is to provide a checkpoint for assessing student progress toward meeting graduation requirements and to broaden the educational and career options for students. It was also intended to give priority for counseling to students who are not progressing satisfactorily toward graduation or who are not motivated to set education and career goals appropriate to their ability.

- The *National Model for School Counseling Programs*, developed by the American School Counselor Association, connects school counseling programs with current educational reform movements. The *National Model* reflects a comprehensive approach to program foundation, delivery, management, and accountability. The model provides the mechanism through which school counselors and school counseling teams can design, coordinate, implement, manage, and evaluate their programs for students' success. It provides a framework for the program components; the school counselor's role in implementation; and the underlying philosophies of leadership, advocacy, and systemic change.
- The *National Standards for School Counseling Programs*, developed by the American School Counselor Association, provides an exemplary model for school districts and county offices of education to use in developing local standards for evaluating the effectiveness of their comprehensive school counseling programs.

For more information, contact Paul Meyers or Jackie Allen in the Counseling and Student Support Office at (916) 323-2183 or refer to the CDE's Web site at: *<http://www.cde.ca.gov/spbranch/ssp/>*.

School Counseling Facts

51st	National ranking of California's student-to-counselor ratio among all the states, including District of Columbia. (National Center for Educational Statistics, 2000)
954:1	Average student-to-counselor ratio in California K–12 (2001-2002 CBEDS)
477:1	National average student-to-counselor ratio in K–12 schools (National Center for Educational Statistics, 2001)
250:1	Recommended student-to-counselor ratio by the American Counselor Association (ACA), American School Counselor Association (ASCA), American School Health Association (ASHA), National Education Association (NEA), and the California Teachers Association (CTA)
486:1	Average student-to-counselor ratio in California high schools with counselors*
665:1	Average student-to-counselor ratio in California middle/junior high schools with counselors*
3,009:1	Average student-to-counselor ratio in California elementary schools with counselors*

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

Dropout Prevention and Recovery Act

The following programs focus on dropout prevention and working with students who have dropped out of school:

School-Based Pupil Motivation and Maintenance Program. This is a dropout prevention program that motivates students to stay in school. This program, based in regular schools, is an early identification and early prevention program that relies on an integration of categorical funds. The program promotes establishing resiliency factors at the site to support students in high-risk situations and individual student review through the use of the student study/success team. Significant program components include outreach to local resources and services, parent involvement, and the active involvement of the school site council. This program is located in 330 schools throughout California.

Alternative Education Outreach Consultant Program. This districtwide dropout recovery program works with dropouts and potential dropouts. Program staff members recruit, assess, and counsel students in alternative education settings. The program encourages students to complete their education and provides a variety of educational options to secure the best practical result for students who have not been successful in a traditional comprehensive school site. The program is located in 50 school districts throughout California.

Educational Clinics. This dropout recovery program is intended to serve students who have been out of the school system for at least 45 days or who have been expelled from school. This program does outreach, initial intake, and basic skills testing, and it provides a basic skills curriculum to assist the dropout or expelled student to return to a more traditional education placement. The clinics are funded on a per-student basis for a limited number of hours. There are nine clinics throughout the state.

Program Access and Retention Initiative. The goal of the Program Access and Retention Initiative (PARI) is to ensure that dropout prevention, recovery, and retention services are made available to youths and adults aged sixteen and older who are at risk of not completing high school. The PARI project supports improved coordination of traditional K–12, alternative education, and adult education programs.

For information on PARI, contact the Title I Policy and Partnerships Office at (916) 319-0377. For more information on the other programs, see the Counseling and Student Support Office Web site at <*http://www.cde.ca.gov/spbranch/ssp/sb65index.html*>.

Foster Youth Services Programs

Foster Youth Services (FYS) programs provide support services to reduce the traumatic effects students suffer of having been displaced from family and school and to increase the stability of placements for foster children. FYS programs have the ability and authority to ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. These programs increase the stability of placements for foster children and youths. Their services are designed to improve the children's

educational performance and personal achievement, directly benefiting them as well as providing long-range cost savings to the state.

FYS programs work through interagency collaboration with social workers, probation officers, group home staff, school staff, and community service agencies to influence foster children's day-to-day routines, both during and after school. FYS programs may also collaborate with, complement, and supplement a variety of existing support services to help ensure delivery of comprehensive support services to foster children and youths. These services include Title I, Neglected and Delinquent Youth (P.L. 103-382) program services, Healthy Start services, services provided by special education local plan areas (SELPAs), and Independent Living Programs (ILPs), to name a few. FYS programs are funded through a noncompetitive grant process. Eligible applicants include county offices of education, a consortium of school districts in cooperation with a county office of education, or a consortium of counties as a single applicant. There are currently 43 projects in 46 of California's 58 counties. A California Department of Education goal is for all 58 counties to participate.

The funding for FYS programs is divided between two projects: The seven *core projects* serve all foster children and youths, including youths residing in group homes, and the *countywide programs* serve only those foster youths residing in group homes.

For more information, see the Counseling and Student Support Office Web site at *<http://www.cde.ca.gov/spbranch/ssp/fysp_index.html>*.

Safe Schools and Violence Prevention

Preventing violence in schools is a high priority for Californians. CDE provides the following programs to assist schools in creating safe and nurturing learning environments within which youths may develop into healthy, productive citizens:

- **School/Law Enforcement (S/LE) Partnership.** Since 1983 the State Superintendent of Public Instruction and the Attorney General have unified their efforts and resources through the S/LE Partnership. The S/LE Partnership highlights collaborative programs that involve members of the entire school community, especially local law enforcement. The Partnership offers information to all local educational agencies through publications, training, and conferences as well as technical assistance on school safety through the services of its Cadre members—a group of 100 professionals from law enforcement, education, and youth-serving agencies. In addition to the ongoing S/LE activities, the State Superintendent and Attorney General formed a task force in 1999 to examine ways to enhance the partnership's ability to increase school safety services. Copies of the task force report are available at <*http://caag.state.ca.us/publications/safeschool.pdf*>.
- **School Community Policing Partnerships.** This competitive grant program, offered by the S/LE Partnership, is funded at $10 million per year and disbursed as grants of up to $325,000, spread out over three years. The key program requirement is the formation of a collaborative partnership, which involves schools, law enforcement, students, parents, and the community in designing and operating a school/community safety program. See the Web site for more information <*http://www.safestate.org/grants/*>.
- **School Safety Block Grant**. For 2002-03 the Legislature provided $71.1 million for a block grant to be allocated to school districts serving youths in grades eight through twelve, based primarily on student enrollment. Another $1 million was allocated to county offices of education, also based on enrollment. These funds are to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices, establishing staff training programs, and establishing cooperative arrangements with law enforcement.
- **High-Risk Youth Education and Public Safety Program.** This program provides youths who have been involved in the juvenile justice system with a structured daily program of eight to 12 hours that includes at least four hours of academic instruction every school day. The program also provides a continuum of care that spans prevention, early intervention, treatment, and reentry to the school environment. See the Web site <*http://www.cde.ca.gov/spbranch/essdiv/hr_index.html*> for more information.
- **Safe and Drug-Free Schools and Communities Act.** This NCLB-funded program provides school- and community-based alcohol/drug and violence prevention programs. CDE administers the Title IV program and provides technical assistance jointly through the Safe Schools and Violence Prevention Office and the Healthy Kids Program Office.

For more information, contact the Safe and Healthy Kids Program Office at (916) 319-0920.

Child Care and Development Programs

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

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

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

The child care and development system administered by CDE continues to be the largest and most comprehensive in the nation, with funding at over $2.3 billion for FY 2002-03. CDE maintains approximately 2,100 service contracts with approximately 850 public and private agencies supporting and providing services to 584,000 children (federal FY 2001-02). Contractors include school districts, county offices of education, cities, local park and recreation districts, county welfare departments, other public entities, community-based organizations, and private agencies.

Currently, more than a dozen CDE-administered programs are designed to meet the varied needs of California's families. The eligibility for federal and state subsidized services continue to be

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

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

Child Care and Development Programs
FY 2002-03 Appropriations

	State General Fund	Federal Child Care and Development Fund	Total
State Preschool	$ 314,183,000	-	$ 314,183,000
General (Center-based) CD Programs	523,205,000	$ 93,298,000	616,503,000
Campus Centers (with Match)	3,173,000	-	3,173,000
Migrant Child Care	27,105,000	5,411,000	32,516,000
Alternative Payment (AP) Programs	67,551,000	144,779,000	212,330,000
AP-Stage 2 CalWORKs	158,728,000	503,100,000	661,828,000
AP-Stage 3 CalWORKs	220,512,000	138,028,000	358,540,000
Resource and Referral	16,448,000	-	16,448,000
Campus Tax Bailout	5,784,000	-	5,784,000
Extended Day Care (Latchkey)	30,037,000	-	30,037,000
Bay Area Handicapped Program	1,559,000	-	1,559,000
California Child Care Initiative	250,000	-	250,000
Quality Initiatives	15,320,000	50,015,000	65,335,000
Local Planning Councils	-	5,615,000	5,615,000
TOTAL	**$1,403,587,000**	**$917,354,000**	**$2,320,941,000**

Nutrition Services

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

In California, more than four million nutritious meals are served each day at approximately 48,000 locations under the auspices of the U.S. Department of Agriculture's (USDA's) National School Lunch, School Breakfast, Summer Food Service, and Child and Adult Care Food Programs. In fiscal year 2002, NSD disbursed more than $1.5 billion in federal and state funds to support schools, child care centers, family day care homes, adult care centers, and other eligible agencies in providing nutritious meals. In addition, $90 million in USDA-donated food was distributed to eligible public and private nonprofit agencies throughout the state.

NSD also administers the Special Milk Program, which assists schools, summer camps, and eligible agencies in providing milk to children. Additionally, NSD administers the Commodity Supplemental Food Program, which provides low-income, breast-feeding mothers, pregnant women, children under age five, and the elderly with USDA-donated food designed to meet their nutritional needs.

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

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

English Learner Students

In the 2001-02 school year, there were more than 1.5 million English learners in California public schools, an increase of about 47,000 students from the previous year. The California Department of Education provides assistance to local schools and districts to achieve the following goals:

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

Basic Facts—California Language Census, Spring 2002

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

- The 1,559,248 English learners constitute more than 25 percent of the total enrollment in California public schools.
- 2,437,387 students speak a language other than English in their homes. This represents approximately 39 percent of the state's public school enrollment.
- The majority of English learners (nearly 70 percent) are enrolled in the elementary grades, kindergarten through grade six. Thirty percent are enrolled in the secondary grades, seven through twelve.

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

- The top ten language groups in rank order are (1) Spanish, 83.5%; (2) Vietnamese, 2.4%; (3) Hmong, 1.7%; (4) Cantonese, 1.6%; (5) Pilipino (Filipino or Tagalog), 1.3%; (6) Korean, 1.2%; (7) Khmer (Cambodian) 0.9%; (8) Armenian 0.8%; (9) Mandarin, 0.8%; and (10) Punjabi, 0.6%.

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

- 754,558 (48%) English learners are enrolled in structured English immersion settings.
- 166,330 (11%) English learners have been placed in an alternative program (e.g., bilingual instruction) as a result of a parental waiver.
- 510,671 (33%) English learners are placed in mainstream classrooms and are receiving additional services as a result of meeting the criteria for possessing a reasonable level of English proficiency.

- 37,566 (2%) English learners are placed in mainstream classrooms at the request of their parents, even though the pupils have not met the criteria for possessing a reasonable level of English proficiency.
- 90,119 (6%) English learners are placed in classes or instructional settings other than those explicitly authorized by Proposition 227. Some of these pupils are receiving customized English learner services specified in a special education, individualized education program (IEP); but others are not receiving any English learner instructional services.

The 1,559,248 English learners receive various combinations of different instructional services regardless of program placements:

- 173,145 receive only ELD instruction in addition to the regular school program.
- 599,979 receive at least one period of ELD and two periods of specially designed academic instruction in English (SDAIE, sheltered instruction in subjects such as mathematics or social science) in addition to the regular school offerings.
- 389,904 receive, in addition to ELD and SDAIE, at least two periods of subject matter instruction facilitated by primary language support.
- 151,836 receive, in addition to ELD, and often in combination with SDAIE and/or primary language support, at least two subject matter periods taught through primary language instruction.
- 166,747 receive English learner instructional services other than those described in this section.
- 77,633 do not receive any instructional services required for English learners.

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

- 8,070 teachers hold a bilingual teaching authorization and are assigned to provide primary language instruction.
- 101,843 teachers hold a Cross Cultural and Academic Development (CLAD) or SB 1969/395 certificate and are assigned to provide SDAIE and/or ELD instruction.
- 3,020 teachers were in training for a bilingual teaching authorization.
- 33,948 teachers were in training for a CLAD credential or a SB 1969/395 certificate.
- 23,679 bilingual paraprofessionals were assigned to teachers by providing primary language support or instruction to English learners.

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

Number of English Learner Students in California Public Schools, 1997-98 through 2001-02

Language	2001-02	2000-01	1999-00	1998-99	1997-98	Percent increase between 1997-98 and 2001-02
Albanian*	119	102	86	26	N/A	N/A
Arabic	7,545	6,992	6,564	6,077	5,900	27.88
Armenian	11,946	11,891	12,155	12,726	13,584	-12.06
Assyrian	791	702	685	696	761	3.94
Bosnian**	253	N/A	N/A	N/A	N/A	N/A
Burmese	562	586	566	526	498	12.85
Cantonese	24,945	25,089	25,509	25,556	25,360	-1.64
Cebuano (Visayan)	545	535	452	307	383	42.30
Chaldean	638	597	532	481	518	23.17
Chamorro (Guamanian)	59	71	47	50	53	11.32
Chaozhou (Chaochow)	754	740	753	756	755	-0.13
Croatian	185	364	452	419	284	-34.86
Dutch	196	164	158	144	121	61.98
Farsi (Persian)	5,558	5,036	4,840	4,985	5,028	10.54
French	980	946	860	781	687	42.65
German	829	866	864	799	755	9.80
Greek	214	225	250	228	214	0.00
Gujarati	1,132	1,142	1,094	1,136	1,148	-1.39
Hebrew	784	654	603	620	635	23.46
Hindi	4,548	4,411	4,294	4,101	3,964	14.73
Hmong	26,801	27,124	28,374	29,474	30,551	-12.27
Hungarian	203	195	173	197	208	-2.40
Ilocano	1,572	1,609	1,663	1,724	1,753	-10.33
Indonesian	1,234	1,192	1,107	1,021	863	42.99
Italian	288	303	312	288	281	2.49
Japanese	5,122	5,092	4,927	4,969	4,967	3.12
Khmer (Cambodian)	13,475	14,582	16,283	17,637	18,694	-27.92
Khmu	172	180	207	251	253	-32.02
Korean	18,002	16,874	16,279	15,761	15,521	15.98
Kurdish	331	321	340	318	285	16.14
Lahu	452	415	435	529	492	-8.13
Lao	5,745	6,085	6,901	7,703	8,343	-31.14
Mandarin (Putonghua)	11,793	10,367	10,102	10,388	10,380	13.61
Marshallese	111	147	144	122	123	-9.76
Mien/Yao	3,947	4,137	4,594	4,930	5,192	-23.98
Mixteco	500	419	388	363	349	43.27
Pashto	697	646	603	580	566	23.14
Pilipino (Tagalog)	19,813	18,157	18,193	19,041	20,062	-1.24
Polish	352	352	388	399	411	-14.36
Portuguese	2,383	2,369	2,248	2,299	2,207	7.97
Punjabi	8,914	8,279	7,906	7,762	7,323	21.73
Rumanian	1,204	1,202	1,261	1,309	1,394	-13.63
Russian	7,977	8,131	8,029	8,143	7,598	4.99
Samoan	1,748	1,740	1,758	1,667	1,780	-1.80
Serbian***	N/A	N/A	118	104	103	N/A
Serbo-Croatian	363	305	150	201	196	85.20
Spanish	1,302,383	1,259,954	1,222,809	1,181,553	1,140,197	14.22
Taiwanese	334	360	369	399	455	-26.59
Thai	1,643	1,610	1,575	1,613	1,670	-1.62
Tigrinya*	371	395	344	195	N/A	N/A
Toishanese	240	226	112	64	58	313.79
Tongan	1,984	1,875	1,926	1,963	1,877	5.70
Turkish	275	245	227	188	198	38.89
Ukrainian	2,364	2,267	2,117	1,942	1,570	50.57
Urdu	2,797	2,502	2,327	2,023	1,851	51.11
Vietnamese	37,797	37,978	39,447	41,456	43,008	-12.12
Other non-English languages	13,278	12,551	15,627	13,702	14,668	-9.48
State totals	**1,559,248**	**1,511,299**	**1,480,527**	**1,442,692**	**1,406,166**	**10.89**

Source: Language Census, Educational Demographics
Note: English learners were formerly referred to as limited-English-proficient (LEP) students.
*Not collected prior to 1999.
**Not collected prior to 2002.
***Now counted under Serbo-Croatian.

Special Education

Almost 663,000 individuals, newborn through twenty-two years of age, received special education in California in 2001. “Special education” means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability. California provides such instruction through a continuum of placement options in the least restrictive environment. Infants and their families, preschoolers, students, and young adults may receive special education services in a variety of settings that might include day care settings, preschool, a regular classroom, a classroom that emphasizes specially designed instruction, the community, and the work environment. The California Department of Education (CDE) works with colleges and universities to deliver staff development and training to ensure that teachers and other service providers are qualified to work with children with disabilities.

CDE provides state leadership and policy direction for local school district programs and services for students who have a disability. This includes providing families with information on the education of a child with a disability. CDE works cooperatively with other state agencies in providing family-centered services for infants and preschool children and planned steps for transition from high school to employment and quality adult life. These efforts are supported by evaluation of student outcomes and analysis of current research. The division responds to consumer complaints and administers the federal Individuals with Disabilities Education Act (IDEA) for the State of California.

The 13 disability categories and enrollment breakdown in California for young people **ages six to twenty-two** are as follows:

Enrollment by disability category—*Mental Retardation 42,255; Speech or Language Impairment 167,892; Visual Impairment 4,578; Emotional Disturbance 24,554; Orthopedic Impairment 15,041; Other Health Impairment 24,241; Specific Learning Disability 347,595; Deaf 4,634; Hard of Hearing 6,656; Deaf-Blind 189; Multiple Disabilities 6,619; Autism 17,508; and Traumatic Brain Injury 1,458.*

Advisory Commission on Special Education

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

Selected Projects/Programs

CDE has many projects and programs, including California Services for Technical Assistance and Training (CalSTAT), Resources in Special Education (RISE), California Deaf-Blind Services (CDBS), Technical Assistance with Least Restrictive Environment, Supporting Early Education

Delivery Systems (SEEDS), and Special Education Early Childhood Administrators Project (SEECAP). These special projects provide services that vary from technical and research to training, conferences, and services to more than 30,000 students.

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

State Special Schools and Services Division

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

Schools for the Deaf

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

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

Deaf and Hard-of-Hearing Unit

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

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

School for the Blind

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

Diagnostic Centers

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

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

Clearinghouse for Specialized Media and Technology

The Clearinghouse for Specialized Media and Technology (CSMT) provides specialized media to California public schools serving students with disabilities. Textbooks, workbooks, and literature books adopted by the State Board of Education are produced in a variety of formats, including braille, large print, recordings, and American Sign Language VideoBooks. CSMT promotes universal design of technology-based learning resources to improve access to the general curriculum by all students. CSMT provides consultative services, technical support, and referral services to parents, transcribers, educators, advocates, and other concerned individuals. CSMT also allocates state funds to districts and county offices of education to help pay for readers to assist certificated classroom teachers who are blind.

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

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

Preparing Students for the Workforce

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

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

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

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

Current systemic initiatives and programs are as follows:

School-to-Career, which began under the federal School-to-Work Opportunities Act of 1994, aims at creating systemic change and encouraging career planning for all K–12 students. School-to-Career is built on a three-part framework: school-based integration of academic and applied

curriculum; work-based activities; and activities that connect school to work. A statewide Advisory Council focuses on policy, and numerous regional partnerships coordinate School-to-Career activities around California. The long-range goal is to institutionalize School-to-Career in California education.

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

Apprenticeship Programs, based on some of 800 "apprenticeable crafts or trades," offer benefits to students in adult education and ROC/Ps, including training to meet the needs of new and emerging occupations, curriculum tied to industry-supported standards, and increased earning power. CDE shares responsibility for training apprenticeship instructors and developing instructional materials and curricula. CDE also provides technical assistance to schools and approves related and supplemental courses and programs for apprenticeship training.

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

The Workforce Investment Act (WIA) replaced the Job Training Partnership Act in 1998 as the primary federal source of job training funding. CDE plays a significant collaborative role in implementing the WIA in California. Title I of the Act includes WIA Youth programs, which are a major focus of CDE's involvement. Through an agreement with the California Workforce Investment Board, CDE links educational agencies to the workforce development system, especially the network of One-Stop Career Centers through which workforce services are

delivered. CDE also works closely with the State Youth Council and local youth councils to help shape an approach called "All Youth, One System," in which the academic, career, and developmental needs of all youths are served. In addition CDE administers the adult education system that receives much of its funding from WIA Title II.

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

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

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

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

Communities and Schools for Career Success (CS^2), an initiative designed and administered by the Massachusetts-based Commonwealth Corporation, aims to involve the entire community in developing and carrying out plans to help students progress successfully from middle school through high school and on to adulthood. Working with broad-based partnerships in four California communities and a statewide organization (New Ways to Work), CS^2 teams build systems that include career development strategies, curriculum and instructional reform, and a network of social services and enrichment programs. CDE provides statewide coordination and support within the participating communities.

Adult Education

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

Adult students are served by school districts, community colleges, community or faith-based organizations, volunteer literacy organizations, public or private nonprofit agencies, public libraries, state agencies, correctional facilities, the California Conservation Corps, the California Youth Authority, and the California Department of Developmental Services.

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

Populations

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

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

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

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

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

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

Single Parents and Displaced Homemakers (unemployed or underemployed individuals who have been providing unpaid services to family members)—Adult education provides linkages and collaborates with agencies to ensure that students receive needed services such as

child care, career counseling, vocational evaluation, and educational counseling. Use of distance-learning programs is a priority in working with these students.

Programs

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

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

ESL-Citizenship—Using ESL as a method, classes offer students instruction in history, geography, and government and prepare students for the oral and written citizenship tests.

Adult Secondary Education—Secondary basic subjects for adults consist of courses in mathematics, reading, history, science, government, language arts, and other courses leading to a high school diploma.

General Educational Development (GED)—Successful completion of the *GED* test qualifies students for a California High School Equivalency Certificate. *GED* preparation classes include instruction in writing, science, social studies, literature and the arts, and mathematics.

Short-term Vocational—This program offers a variety of successful career training programs and delivers the customized curriculum needed to meet the diverse training and development needs of businesses.

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

Health and Safety—Instruction in this program is related to prolonging life and adding to its quality. Classes focus on health and safety and on physical and mental well-being, such as CPR (cardiopulmonary resuscitation) or first aid.

Home Economics—Classes in this area, such as health and physical conditioning, help individuals and families meet the challenges of daily living and improve the quality of home and family life.

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

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

Adult Education Learner Distribution by Instructional Program, 1999-2000 to 2001-02

Program	1999-00		2000-01		2001-02	
	Enrollment	Percent of total	Enrollment	Percent of total	Enrollment	Percent of total
Adult Basic Education	39,469	5.0	46,912	5.1	55,334	4.9
ESL	347,893	43.6	401,502	43.3	492,709	43.3
Citizenship	4,568	0.6	3,711	0.4	4,561	0.4
High School/GED	125,418	15.8	143,989	15.5	181,933	16.0
Vocational Education	118,118	14.8	138,804	14.9	160,765	14.1
Adults with Disabilities	24,249	3.0	27,112	2.9	32,428	2.9
Health and Safety	6,687	0.8	11,289	1.2	20,757	1.8
Home Economics	10,883	1.4	14,257	1.5	17,903	1.6
Parent Education	28,516	3.6	35,321	3.8	45,017	4.0
Older Adults	90,366	11.4	105,680	11.4	125,189	11.0
Total	**796,167**	**100.0**	**928,577**	**100.0**	**1,136,596**	**100.0**

Source: Comprehensive Adult Student Assessment System 2003

Curriculum Frameworks and Instructional Resources Adoption Processes

Curriculum Commission

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

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

Curriculum Frameworks Adoption Process

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

The Curriculum Development and Supplemental Materials Commission, an advisory body to the SBE, develops curriculum frameworks. *Education Code* Section 33538 gives the Curriculum Commission the authority to provide instructional guidelines: "The [Curriculum] commission shall study problems of courses of study in the schools of the state and shall, upon request of the State Board of Education, recommend to the State Board of Education the adoption of minimum standards for courses of study in preschool, kindergarten, elementary, and secondary schools."

The Curriculum Commission makes recommendations to the SBE about the development of a curriculum framework and appointments to the Curriculum Framework and Criteria Committee (CFCC). Curriculum frameworks are developed in a public manner, as all Curriculum Commission and CFCC meetings are open to the public and include the opportunity to comment. The CFCC develops a draft document and the Curriculum Commission prepares the draft framework for field review and holds public hearings on the document. The Curriculum Commission is responsible for the draft framework that is recommended to the SBE. The SBE also holds a public hearing prior to considering the framework for adoption. After adoption by the SBE, frameworks are available for purchase through the California Department of Education and are available on the Department's Web site.

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

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

Instructional Materials Evaluation and Adoption Process

The State Board of Education has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution). *Education Code* sections 60200–60204 describe the process for the adoption of instructional materials for kindergarten through grade eight and mandate that submitted materials be evaluated for consistency with the criteria and standards in SBE's curriculum frameworks. The Curriculum Commission serves as an advisory body to SBE in the evaluation and adoption process. Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. SBE traditionally adopts only basic instructional materials programs (i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet in organization and content the basic requirements of a full course of study, generally one school year in length).

Primary adoptions, which are the first adoptions following the approval of new state frameworks, are conducted every six years for the four core curriculum areas. *Education Code* Section 60200.1(a)(2) reset the base-year schedule for these adoptions as follows: history–social science (1999), science (2000), mathematics (2001), and reading/language arts (2002). Primary adoptions in foreign language, visual and performing arts, and health are to be conducted every eight years. In all cases, a follow-up adoption (using the same evaluation criteria) is to be scheduled between adoptions. However, in the 2002-03 fiscal year the Governor and the Legislature eliminated funding for CDE to conduct follow-up adoptions. Thus, SBE suspended follow-up adoptions scheduled in 2003.

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

Legal compliance review. The legal compliance review, also known as the social content review, is conducted to ensure that all instructional resources used in California public schools comply with *Education Code* sections 60040–60044 as well as SBE guidelines contained in *Standards for Evaluating Instructional Materials for Social Content* (2000 edition). Resources not in compliance with the standards must be revised or be withdrawn. For grades K–8, CDE conducts social content/legal compliance reviews. School districts may also conduct their own reviews.

Public review and comment. Samples of instructional resources submitted for adoption are available for public review at the 24 Learning Resources Display Centers located throughout the state. Written comments on the resources are forwarded to the Curriculum Commission and SBE for consideration. In addition, three separate public hearings are held prior to adoption: one before the appropriate Subject Matter Committee of the Curriculum Commission, one before the full commission itself, and one before SBE.

Education content review. The education content review is based on the SBE-adopted framework and the content standards it embodies. Evaluation criteria based on the framework are developed by the Curriculum Commission and adopted by SBE. After a statewide recruitment and application process, the Curriculum Commission recommends and SBE appoints two panels: the Instructional Materials Advisory Panel (IMAP) and the Content Review Panel (CRP). The IMAP is composed primarily of classroom teachers (but also includes other participants, such as administrators, curriculum specialists, university faculty, and parents) who evaluate materials according to all categories of the criteria. The CRP is composed of subject-matter experts who review materials according to the content criteria and ensure that the materials are accurate, aligned with SBE-adopted content standards in the four curricular areas, and based on current and confirmed research. CRP members review only those materials or parts of them that pertain to their area of expertise. CRP members are a resource for the IMAP.

Both panels receive training on the SBE-adopted criteria and individually review submitted programs. The CRP and IMAP prepare a joint report and recommendation on each submission. The IMAP/CRP recommendations are forwarded to the Curriculum Commission. The commission then develops a written report containing its recommendation on each submission, which is forwarded to SBE for action.

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

Schiff-Bustamante Standards-Based Instructional Materials Program

In 1998 the State Legislature—through the 1998-99 Budget Act and AB 2041 (Chapter 333, Statutes of 1998)—made a four-year, $1 billion commitment to the purchase of new, standards-aligned instructional materials. Each year, beginning in 1998-99, the Legislature appropriated $250 million for the purchase of instructional materials aligned with the SBE-adopted content standards in the four core curriculum areas: reading/language arts, mathematics, history–social science, and science. The funds were distributed on the basis of prior-year enrollment. This program has terminated; however, some districts still have carryover funds from these appropriations, and they have until June 30, 2004 to spend all these funds.

In the K–8 grades the funds may be used only for materials that are aligned with content standards and adopted by SBE. At grades 9–12, the funds may be used only for basic instructional materials that have been reviewed and approved, through a resolution by the local governing board, as being aligned with SBE-adopted content standards.

The reading/language arts and mathematics materials adopted in 1999 under the AB 2519 additional adoptions process also qualify for purchase with these funds as well as the history–social science materials adopted in 1999, the science materials adopted in 2000, the mathematics materials adopted in 2001, and the reading/language arts materials adopted in 2002. Learning resources adopted by SBE are transcribed into accessible media and distributed to schools by CDE's Clearinghouse for Specialized Media and Technology.

Standards Maps for Grades 9–12

Assembly Bill 699 (Canciamilla, Chapter 591 of the Statutes of 2001) requires publishers to submit standards maps to local educational agencies (LEAs) so that the school districts can determine the extent to which instructional materials or combination of instructional materials for pupils in grades 9–12 align with the content standards adopted by SBE (*Education Code* Section 60451[d]). By August 1, 2002 publishers are required to include completed standards maps for materials offered for sale in the four core content areas in grades 9–12. These standards maps must be submitted to LEAs before the purchase of any materials after that date. These templates will be filled out by the publishers citing where their materials align with the content standards. The standards maps are a tool for LEAs to use when evaluating instructional materials for alignment with content standards as local school boards must certify that materials are aligned with the California content standards (*Education Code* Section 60451[c]).

Publishers were given training in completing the standards maps. Information packets on the legislation and copies of the standards maps were mailed to all county offices of education, school districts, and charter schools. They are located at <*http://www.cde.ca.gov/cfir/912stmap.html*>.

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

School Libraries

The California Public School Library Act of 1998

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

The 1998-99 Budget Act brought the first ongoing allocation for planned, methodical development of school library collections across the state. Although the Library Act has been drastically reduced, ongoing funding has been a positive step toward rebuilding California school libraries. For current information about the application process, see *<http://www.cde.ca.gov /library>*. An historic overview of California school library funding is also provided.

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

Statistical Snapshot of California School Libraries

The CDE Online School Library Survey collected **2000-2001** information about school libraries. The following statistics are based on those data as well as data collected by the California Basic Educational Demographic Survey (CBEDS). When possible, national data are provided for comparison.

- **Number of libraries.** Among California schools, 98 percent have a place designated as the library, although staffing, collections, and programs range from exemplary to substandard.
- **Staffing.** Approximately 15 percent of California schools have a credentialed library media teacher on campus part time or more, with the majority of professional staffing found at the high school level. A library media teacher has both a California teaching credential and a California library media teacher services credential. While the average national ratio of library media teachers to students is 1:856, California ranks 51st in the nation with a ratio of 1:4,451 (2001-2002 CBEDS Report and "Filling the Void," *School Library Journal*, June 2002). School library leadership and expertise from a professional, credentialed library media teacher is provided to schools and districts by 21 county offices of education.
- **Library books.** The latest figure for the average number of school library books per K–12 student in California is **13**. In 1986 the number reported per student was 10. The national recommendation for library books per student is 16 to 25, depending on the size and level of the school.

- **Age of collection.** The age of the library books is as important as the number of books available to students. In 1995 the average copyright date of a California school library nonfiction book was 1972. In 2000-2001 the average copyright date rose to 1987.
- **Book costs.** The average cost of a children's and young adult hardcover book in 2002 was $18.78. *School Library Journal* reports that in the last three years, average book prices have increased approximately 70 cents per year, double the historical yearly average of 35 cents per year. See "Average Book Prices" <*http://www.slj.com*>.
- **Funding.** The primary source of funding for 94 percent of California schools is the California Public School Library Act of 1998. The second most important source of funding is the federal Title V, Part A program.
- **Electronic access to resources.** Eighty-three percent of the 3,978 responding school libraries reported the use of an electronic catalog and automated circulation system. Eighty-two percent reported having access to the Internet in the library. Internet access increases with grade levels: 79 percent was reported at the elementary school level, 93 percent at the middle school level, and 96 percent at the high school level (CDE Online School Library Survey for 2000-2001).
- **Need for books.** The Internet does not replace the need for books and often increases the demand for up-to-date library materials. Library resources come in various formats—both print and electronic—and are selected based on the best format for the intended user and use.
- **Library hours.** The average number of hours that a California school library is open to students is 28 hours per week. Sixty-eight percent of school libraries reported being open during breaks, 62 percent during lunch, and 58 percent before school. Only 12 percent of schools reported having the library available during summer school.

The Library of California Act

In 1997-98, SB 409 became The Library of California Act. This Act provides for a resource-sharing program among California libraries of all types (academic, public, school, and special), both publicly and privately funded. It is voluntary, involves two-way cooperation and collaboration, and supplements rather than supplants existing library services. See <*http://www.library.ca.gov/loc/*>.

For Additional Information

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

California Department of Education, school library consultants Barbara Jeffus (916-319-0445) and Martha Rowland (916-319-0451). See information on California school libraries at <*http://www.cde.ca.gov/library*>.

Check It Out! *Assessing School Library Media Programs; A Guide for District Education Policy and Implementation Teams* (1998) is designed by CDE to help districts and schools assess their school libraries and the policies that guide them. Available for purchase from CDE Press at 1-800-995-4099.

Comparative analysis of school libraries nationwide:

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

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

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

The **Library of California** and K–12 schools. See <*http://www.cde.ca.gov/library*>.

Locations of effective school library media programs in California. On the Web site <*http://www.schoolibrary.org*>, see back issues of *Good Ideas!*

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

Educational Alternatives in Public Schools

In 2001-02 California's public education system had approximately 3,600 schools with one or more alternative programs—nearly one-third of these schools offered alternative programs exclusively. Approximately 400,000 students were enrolled in educational alternatives.* Some of these alternatives are programs or schools of choice, and some are programs or schools to which students are referred involuntarily. Many of the major educational alternatives in California public schools are highlighted below.

The California Department of Education's (CDE's) Educational Options Office Web site <*http://www.cde.ca.gov/spbranch/essdiv/edoptshome.html*> provides more complete information on educational alternatives. Contacts for particular alternative programs can be found on the Web site, or you may call the Educational Options Office at (916) 322-5012.

Some educational options and alternative programs are administered by other CDE offices and are described elsewhere in this Fact Book. (For example, see <*http://www.cde.ca.gov/shsd/*> and <*http://www.cde.ca.gov/cyfsbranch/lsp/yep.htm*>.) A significant number of charter schools also serve as alternatives, and information about them may be found in the Charter Schools section and on the Web site at <*http://www.cde.ca.gov/charter/*>.

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

Alternative Schools and Programs

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

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

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

Magnet Programs

In 2001-02 magnet programs were offered in 456 schools throughout California. Magnets are programs in schools or in an entire school that students may choose instead of attending their local school. Most, but not all magnet programs, reflect a district strategy to achieve racial and ethnic balance by offering special opportunities in curriculum and instruction, generally with the benefit of federal funding.

Community Day Schools

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

In October 2001, there were approximately 200 participating districts and 20 county offices of education that operated community day schools; it is anticipated that more community day schools will begin operation later in the year. Approximately 8,500 students were enrolled in 279 community day schools in the 2001-02 school year. However, a significant turnover in community day school students occurs as they transition in and out of community day schools throughout the year. It is reasonable to expect that 20,000 students actually were served in community day schools during the 2001-02 school year.

Community Service Grant Program

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

CDE awards 14-month regional contracts to consortia that are hosted by a local educational agency (LEA). Lead LEAs are responsible for forming consortia with collaborative partners that may include other LEAs, community/faith-based organizations, cities, counties, and public and private nonprofit schools.

Continuation Education

Continuation education, an educational option for students since 1919, is a high school diploma program to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed

at risk of not completing their schooling. The Model Continuation High School Recognition program is a partnership between CDE and the California Continuation Education Association that identifies outstanding schools and creates a list of quality programs for school visitations.

Students enrolled in continuation education programs are often credit deficient. They may need a flexible educational environment because they are employed or fulfilling family obligations. An attendance day is 180 minutes. However, many continuation high school programs provide a wide spectrum of courses that exceed the minimum daily requirement. In addition to academic courses, the program emphasizes occupational or career orientation or a work-study schedule. Supplemental programs may include independent study, regional occupational programs, career counseling, and job placement and apprenticeship programs. In 2001-02 there were 521 continuation high schools.

County Community Schools

County community schools serve students who are under the protection or authority of the juvenile court or local school district. They provide students with learning opportunities in academic skills, independent life skills, positive self-concepts, and effective relationships with others.

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

A minimum day program for county community schools is 240 minutes. Although many students graduate from county community schools, the programs are designed to transition students to an appropriate educational, training, or employment setting upon the completion of their attendance in the county community school or after the court terminates its jurisdiction. In 2001-02 there were 42 county community schools.

High-Risk Youth Education and Public Safety Program

This grant program allocates $11 million annually to local educational agencies and county offices of education for after-school programming serving students who have been incarcerated or are first-time offenders. The Transitioning High-Risk Youth Program serves youths who have had a commitment to a youth facility for six months or more and have served at least 90 days of incarceration. The First-Time Offender Program serves youths fifteen years of age or younger, who have been placed on probation for their first offense. Under the current five-year funding (ending June 30, 2003), nine counties operate more than 60 sites.

Home and Hospital Instruction

Home and Hospital Instruction helps students maintain continuity of instruction during their temporary disability. Any student with a temporary disability that makes attendance impossible

or inadvisable in the student's regular classes or alternative education program, must receive individual instruction provided by the student's school district.

"Temporary disability" means a physical, mental, or emotional disability incurred while a student is enrolled and after which a student can reasonably be expected to return to regular day classes or an alternative education program without special interventions. "Individual instruction" means instruction provided to a student in a hospital or other residential health facility, excluding state hospitals, the student's home, or under other circumstances prescribed by the State Board of Education.

Independent Study

Independent study was used by more than 86,000 full-time K–12 students in 2001-2002. It is an alternative instructional strategy that responds to individual student needs and learning styles. Students are required to follow the district-adopted curriculum, and work is governed by a written agreement signed by the student, teacher, parent, and relevant others. Independent study is a voluntary option authorized under *Education Code* sections 51745 to 51749.3 and other sections, including 46300(e).

Independent study is available to students from kindergarten through high school, as well as to students in adult school who are taking courses to meet the requirements for a high school diploma. Independent study serves a wide variety of students, ranging from child actors and aspiring Olympic athletes to students at risk of dropping out. The flexibility of independent study makes it possible for some students to stay in school—students with health problems and students who are parents or who need to work. Other students choose independent study because it allows them to accelerate or move more slowly in some subjects, to make up ground they have missed in the classroom, or to delve more deeply into areas of special interest. In 2001-2002, more than 17,000 independent study students graduated from high school or passed a high school equivalency exam.

CDE encourages students and parents to consider independent study through the local public school system if they are looking for an alternative to classroom instruction. For more information regarding program matters, contact the Educational Options Office. Questions about attendance accounting should be directed to the School Fiscal Services Division at (916) 322-3024. In October 2001, 1,349 schools reported students engaged in independent study—some of them alternative schools offering only independent study.

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

Juvenile Court Schools

Juvenile court schools provide an alternative educational program for students who are under the protection or authority of the juvenile court system and are incarcerated in juvenile halls, juvenile homes, day centers, juvenile ranches, juvenile camps, or regional youth educational facilities. Students are placed in juvenile court schools when they are referred and incarcerated

by the juvenile court, including students who have been expelled from their school. County boards of education operate the juvenile court schools. A minimum day program for juvenile court schools is 240 minutes.

Opportunity Education Program

Opportunity Education schools, classes, and programs provide support for students who are habitually truant from instruction, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically. Opportunity Education provides a supportive environment with specialized curriculum, instruction, guidance and counseling; psychological services; and tutorial assistance to help students overcome barriers to learning. It is not a permanent placement but is a short-term intervention to ensure that students will succeed when they return to their regular classrooms. Districts or county offices of education may establish Opportunity Education programs for students in grades one through twelve and can receive incentive funding to provide Opportunity Education for students enrolled in grades seven through nine. In October 2001, 469 schools reported students enrolled in Opportunity Education programs.

Statewide Enrollment in Educational Alternatives 1997-98 Through 2001-02

Program	Grade Level	2001-02	2000-01	1999-00	1998-99	1997-98
Continuation Classes	K–8	295	590	161	277	97
	9–12	64,849	66,253	64,153	62,821	63,571
Community Day School	K–8	2,759	2,394	1,930	959	348
	9–12	5,798	5,885	5,139	1,540	1,082
Community and Experienced-Based	K–8	2,581	2,122	1,776	797	730
	9–12	8,453	6,959	5,815	4,413	4,056
Opportunity	1–8	5,251	4,782	3,677	3,951	4,142
	9–12	6,431	8,536	6,227	6,981	6,699
Magnet	K–8	128,045	134,074	143,230	141,887	145,705
	9–12	67,066	55,831	55,739	65,862	63,223
Independent Study*	K–8	22,434	17,205	14,341	10,060	6,104
	9–12	63,582	58,155	56,993	55,851	55,331
Home Independent Study*	K–8					9,029
	9–12					4,351
Other Programs	K–8	8,139	10,095	8,764	11,363	7,342
	9–12	13,585	20,421	18,734	16,674	11,164
State Totals	**K–8**	**169,504**	**171,262**	**173,879**	**168,335**	**173,149**
	9–12	**229,764**	**222,040**	**212,800**	**212,602**	**208,395**

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

*After 1997–98, Home Independent Study reported with Independent Study

Charter Schools

A charter school is a public school that may provide instruction in grades K–12. A charter petition may be initiated by parents, teachers, or community members, and it is usually approved by a local school district governing board. The law grants chartering authority to county boards of education and the State Board of Education in cases where a petition has been previously denied by a school district governing board.

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

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

California is only the second state in the nation to adopt charter school legislation, and its charter schools are rapidly growing in popularity. Currently, 425 charter schools and eight all-charter districts are operating in California. Approximately 25 percent of these are conversions of existing schools, and the other 75 percent are new start-up schools. Charter schools are found throughout the state in 43 of California's 58 counties and in rural, suburban, and urban areas. Student populations are very diverse and tend to reflect the student populations of the districts in which the charter schools are located. The numbers of students enrolled in charter schools is still relatively low—only 133,000 in 2001-02, compared to approximately six million K–12 students in non-charter public schools.

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

the most common threads are the tremendous energy of those involved in the schools and the very high levels of parental participation.

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

School Facilities

During the past ten years, California's school-age population grew by more than one million students, an increase of 21 percent. To provide schools for this increased number of students and modernize older schools, districts have funded school facilities through a combination of several sources, including state bonds, local bonds, special taxes (Mello-Roos and parcel taxes), developer fees, and the new federal Qualified Zone Academy Bond Program (QZAB). Districts have also used multitrack, year-round education as a way to avoid or defer the cost of over $3.3 billion in new school construction.

Public School Data 2001-02

Number of public schools	8,914
Number of classrooms	278,000
Number of classrooms over 25 years old	204,000 (73%)

Public K–12 Enrollment Growth 2002–07 (5 years)

(Based on Department of Finance 10/02 estimates of graded enrollment)

Estimated Public School Enrollment

	2002-03	2007-08	Five-Year Change	Per Year
K–6	3,383,846	3,295,085	-88,761	-17,752
7–8	975,770	1,015,940	40,170	8,034
9–12	1,784,743	2,024,471	239,728	47,946
Total	**6,144,359**	**6,335,496**	**191,137**	**38,228**

New Construction and Modernization Needs 2002–07

	Five-Year Need	Per Year
Construction needs for both state and local funds	$17.13 billion	$3.43 billion
Modernization needs	5.68 billion	1.14 billion
Total	**$22.81 billion**	**$4.57 billion**

New Classrooms Needed 2002–2007

40,907 **8,181**

(Total of new classroom construction needs; based on 25 pupils per K–6 class and 27 per 7–12 class) (22 per day)

Basic Construction Data

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

	Cost per student*	Students per school	Construction cost per school	Square feet per student	School site size (acres)**	Cost per square foot	Land cost at 25% of construction cost	Total cost (millions)
Elementary	$12,664	600	$7,598,400	71	9.6	$178	$1,899,600	$9.5
Middle	$13,198	1,000	$13,196,800	85	20.9	$155	$3,299,200	$16.5
High	$17,424	1,800	$31,363,200	92	44.5	$189	$7,840,800	$39.2

* Costs based on historical funding provided in the School Facility Program and the required local match. Includes design fees, furniture and equipment, and construction.

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

State General Obligation Bond History

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

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

Year-Round Education

As of July 2001, 22 percent of K–12 public school students were attending 1,524 schools that operated year-round schedules in 199 school districts.

The effect, in terms of new school construction dollars saved as a result of multitrack, year-round education operation, is impressive. If 20 percent of the more than one million multitrack, year-round education students are housed in excess of capacity at their school sites, then more than $2 billion in construction costs is avoided by the state and local school districts.

In 1991 Assembly Bill 87 became law. Assembly Bill 87 established two kinds of grants: (1) implementation grants, one-time-only grants for schools planning to implement multitrack, year-round programs; and (2) operation grants, ongoing grants to assist school districts operating multitrack, year-round schools. If districts elect to participate in the operational grant program, their state school-building eligibility will be reduced proportionately.

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

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

Other possible advantages associated with multitrack, year-round education include its potential to make more efficient use of the facilities; improve, some say, academic achievement by eliminating summer regression; relieve teacher and student burnout; provide new opportunities for teacher training; and offer frequent remedial and enrichment programs during intersessions. However, as administrators try to achieve these potential benefits, they are faced with a number of challenges. For example, coordinating family vacations, diversifying track options to avoid segregation and preserve elective programs, maintaining full extracurricular and athletic programs, and lengthening the instructional year require sophisticated and sensitive planning.

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

Summary of Year-Round Education (YRE) Programs for 2001

Number of school districts in California	1,056
Number of schools districts utilizing YRE programs	199
Number of public schools utilizing YRE programs	1,524

Statistical Information on Kinds of Year-Round Programs

Number of single-track schools	548
Enrollment in single-track schools (6% of state enrollment)	349,162
Number of multitrack schools	976
Enrollment in multitrack schools (17% of state enrollment)	1,022,909
Total enrollment (22% of state enrollment)	1,372,071
Number of districts with single-track programs	125*
Number of districts with multitrack programs	113*

**Note:* Districts may use both plans.

Number of Public Schools Utilizing YRE Programs, by Grade Level

Elementary	1,256
Middle/junior high	145
High	42
Other	81

Percentage of Public School Students Enrolled in YRE Programs

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

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

Class Size

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

K–3 Class Size Reduction (State Program)

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

The 2002-03 school year had $1.6 billion available for the state CSR program. There are two CSR implementation options:

Option 1: Full day

- One certificated teacher for each class of 20 or fewer pupils
- $906 per pupil

Option 2: Half-day

- One certificated teacher for every 20 pupils for at least one-half of the instructional minutes offered per day, with the primary focus on instruction in reading and mathematics
- $453 per pupil

The state CSR program also has the following key elements:

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

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

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

Morgan-Hart Class Size Reduction Program

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

The Morgan-Hart program was established in 1989 and was amended by Senate Bill 12 (Chapter 334) of 1998 to focus CSR on ninth grade. Funding is determined annually in the state Budget Act, which provides $180 per student for 2002-03. Districts must reapply each year. In 2001-02, 340 districts participated in the program.

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

Additional information may be obtained from the California Department of Education Morgan-Hart Web site at <*http://www.cde.ca.gov/hart*> or by contacting Mary Ann Goodwin, High School Initiatives Unit, at (916) 445-7757.

Class Size Penalties

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

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

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

Class size penalties are determined from information reported in CDE's "Report of Regular Day Classes and Enrollment for Kindergarten and Elementary Grades" (form J-7). The form includes

enrollment information through the last full school month ending on or before April 15 and is due to CDE by early May.

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

For further information on class size penalties or the J-7 form, contact Shelley Goode, Principal Apportionment Unit, at (916) 324-4530 or e-mail at <*sgoode@cde.ca.gov*>.

Number of Teachers (FTE) and Average Class Size in California Public Schools, K–3, 2000-01 and 2001-02

2000-01

	Kindergarten	Grade 1	Grade 2	Grade 3
Average class size*	19.0	19.2	18.8	19.3
Number of FTE of teachers **	23,399.3	22,877.4	23,108.8	22,545.3

2001-02

	Kindergarten	Grade 1	Grade 2	Grade 3
Average class size*	18.7	19.1	18.7	19.1
Number of FTE of teachers **	23,544.1	23,043.5	23,159.4	23,113.1

* Self-contained classrooms only

** Full-time equivalent

Administrator–Teacher Ratio

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

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

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

For more information, contact Richard Zeiszler, School Fiscal Services Division, at (916) 324-4533.

2002-2003 Education Budget

On September 5, 2002, Governor Gray Davis signed Assembly Bill 425 (Chapter 379, Statutes of 2002), the 2002 Budget Act. This measure, along with various other budget bills, set the conditions to allocate state funds for California public schools through June 30, 2003.

Like the 2001 Budget Act, the 2002 Budget Act reflects a reduction in projected state tax revenues relative to the Governor's original budget proposal. In the May 2002 revision of the budget, the state Department of Finance (DOF) projected a $23.6 billion gap between projected revenues and projected expenditures over the two-year period ending in 2002-03. This was almost double its January estimate of a $12.5 billion gap. The DOF attributed the increase in the size of the gap on "a precipitous decline in revenues from the personal income tax on capital gains and stock options" and a national recession.

To bridge this gap, the May 2002 revision proposed a mix of program reductions ($7.6 billion), tax increases, and "the maximum fiscally responsible level of fund shifts, loans, accelerations, transfers, and deferrals." In June and July, the Legislature passed a portion of the budget package involving reductions, funding shifts, and deferrals affecting various 2001-02 appropriations for Proposition 98 purposes. This was in addition to reductions affecting 2001-02 appropriations that had been passed in February 2002. These actions affecting 2001-02 spending had the effect of freeing up non-Proposition 98 funds because Proposition 98 funding in 2001-02 was significantly higher than the guarantee amount.

As enacted, the budget for 2002-03 includes program reductions of $7.5 billion and a mix of other changes that are substantially the same as those proposed in the May revision, with greater amounts of loans, transfers, and deferrals and lesser amounts of tax increases. The budget decreases year-to-year spending by 0.2 percent.

K-12 Education Overview

Proposition 98 amended provisions of the state constitution to provide that a minimum amount be guaranteed for kindergarten through grade fourteen (K–14) funding. This measure, adopted by the voters in November 1988, set a guaranteed minimum funding level for K–12 education and the California community colleges equal to the greater of (1) a specified percent of the state's General Fund revenues (Test 1); or (2) the amount provided in the prior year, adjusted for growth in the number of students and inflation (Tests 2 and 3).*

*Subsequent to the passage of the 2002 Budget Act, the Governor called for an extraordinary session of the Legislature to resolve the current year funding issues associated with the continued decline in State General Fund revenues. In 2001-02 the Governor imposed strict curbs on state operating expenses and proposed cuts in State General Fund spending of $2.2 billion, including $843.5 million from K–12 education. The 2002-03 proposed cuts are far more dramatic. The current year reductions, as enacted in SB 1x18 (Chapter 4x1/2003), decrease State General Fund spending by $2.22 billion from K–12 education, of which $1.1 billion is achieved through the shift of the June payment of the Second Principal Apportionment to July. Due to declining General Fund revenues, the Governor projects that the minimum guarantee for K–12 has fallen by $2.6 billion to $43.9 billion. Additionally, reductions in the 2002-03 budget are proposed and further reductions may be forthcoming.

Under Proposition 98, the revenues projected in the budget result in required funding levels of $37.7 billion (state and local funds) in 2001-02 and $46.5 billion in 2002-03 for ongoing program purposes in K–12 schools, other educational agencies, and community colleges. These figures are based on "Test 3" under Proposition 98 in 2001-02 and "Test 2" in 2002-03. As part of the Proposition 98 calculation, the constitution allows the state to provide a lower funding level (Test 3) than otherwise required in years when personal income growth exceeds General Fund revenue growth, although the full Test 2 funding level must eventually be restored in later years as revenues improve. The funding level provided in the budget for 2002-03 is at the minimum level required by Proposition 98. The funding level for 2001-02, even after the reductions enacted in February and June, exceeded the minimum requirement by $5.5 billion.

Focusing on Proposition 98 funding for K–12 education, the budget projects spending of $38.3 billion (state and local funds) in 2001-02 and provides $41.6 billion in 2002-03 for K–12 education under Proposition 98. Including $454 million in reductions that were approved by the Legislature in February and $1.7 billion in reductions, funding shifts, and deferrals approved in June, the funding level for 2001-02 is $2.1 billion below the 2001 Budget Act enacted in July 2001.

Under the revised 2002 Budget Act, schools received Proposition 98 funding averaging $6,610 per pupil in average daily attendance (ADA) in 2001-02 (5.6 percent below the 2001 Budget Act level at $7,002). The 2002-03 budget results in $7,067 per ADA, an increase of $457, or 6.9 percent above the 2001-02 Budget Act level. However, because expenses were deferred from one fiscal year to another (shown in detail below) the level of growth in Proposition 98 spending per pupil is distorted. Adjusting for the deferrals, per-pupil spending increased by only $227, or 3.4 percent, over the 2001-02 level.

K–12 Proposition 98 Spending Per Pupil Adjusted for Funding Deferrals Between Years

(Dollars in Millions)

2000-01 Through 2002-03

	2000-01 Actual	2001-02 Revised	2002-03
Budgeted Funding			
Dollars per ADA	$6,685	$6,610	$7,067
Percent Growth	—	-1.1%	6.9%
Programmatic Funding			
Dollars per ADA	$6,685	$6,784	$7,011
Percent Growth	—	1.5%	3.4%

To adjust for the deferrals, the Legislative Analyst's Office counted funds toward the fiscal year in which school districts had programmatically committed the resources. The deferrals meant, however, that districts technically did not receive the funds until the beginning of the next fiscal year.

The budget also includes reductions in non-Proposition 98 General Fund education programs. Finally, the budget includes $737 million in new federal funds related to the No Child Left Behind Act.

Funding for K–12 Education, All Sources and Proposition 98
2002-03
(Dollars in Millions)

Sources of Funding	Funding from All Sources*	Funding Guaranteed by Proposition 98
State General Fund	$30,770	$28,647
State Lottery	$813	—
Other State Funds	$102	—
Federal Funds	$6,462	—
Local Property Tax	$13,037	$12,912
Local Debt Service Tax	$828	—
Other Local Funds	$3,716	—
Total	**$55,728**	**$41,559**

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

2002-03 Changes

The major 2002-03 changes include:

- Increased expenditures of $1 billion due to deferral of expenditures from 2001-02 to 2002-03
- Reduced expenditures of $681 million due to deferral of expenditures from 2002-03 to 2003-04
- Reduced expenditures of $120.8 million due to funding shifts
- Program reductions totaling $430.7 million
- Full funding of ADA growth and a 2 percent cost-of-living adjustment (COLA) for apportionments and most categorical programs
- Net reductions in spending for instructional materials totaling $173.5 million

The 2002-03 Proposition 98 spending level includes $132.2 million "set aside" by the Governor for allocation in the future.

Funding Deferrals

The June and July 2002 actions deferred $1 billion in expenditures from 2001-02 to 2002-03. The budget package deferred an additional $681 million in spending for four programs from 2002-03 to 2003-04. The budget package appropriates the funds needed in 2003-04 for the 2002-03 costs of these programs. The programs were chosen so as to minimize cash flow disruptions for school districts. For two of the programs (transportation and school improvement), spending will be reduced by deferring the last three payments in this fiscal year to 2003-04, thus allowing cash to flow to school districts as usual for most of the year. For a third program (targeted instructional improvement grants), spending will be reduced by deferring

funds for one final payment to 2003-04. For the fourth program (supplemental grants), the entire amount needed for the program is deferred until 2003-04. Funding for this program normally is not distributed until the latter part of the fiscal year.

Funding Reductions

The budget imposes funding reductions in 2002-03. Some of the reductions are technical and reflect lower expenditures than originally budgeted. The most significant of the program reductions include $76 million from operational funding for the digital high school program, $50 million from peer assistance and review, $46 million from CalWORKs adult education, $40 million for revenue limit equalization, and $37 million from Healthy Start.

The budget eliminates state funding for some programs. These include the categorical programs per-ADA allocation ($67.8 million), school development plans and resource consortia ($21.6 million), secondary schools reading ($8 million), demonstration programs in intensive instruction ($6.1 million), student academic partnerships ($2 million), and high school coach training ($1 million).

General Purpose Funding

Under California's school finance system, a majority of the funds that schools receive may be used for any purpose. These funds are apportioned to school districts, county offices of education, and charter schools based on average daily attendance (ADA). The budget fully funds ADA growth, now estimated at 1.37 percent in 2002-03, and a 2 percent cost-of-living adjustment (COLA), which is above the statutory level of 1.66 percent. For school district revenue limits, the 2002-03 COLA amounts (2 percent) per unit of ADA are $89 for elementary school districts, $108 for high school districts, and $93 for unified school districts.

The budget does not contain any funding in 2002-03 for either revenue limit equalization or for any partial "buyout" of the Public Employee Retirement System (PERS) reduction offset to revenue limits. However, the budget package includes legislation requiring funding for both programs in 2003-04.

For the PERS reduction buyout, 2001-02 budget reduction legislation restores in 2003-04 the $35 million for this purpose that was funded in 2001-02 and makes that funding permanent, adjusted annually for growth and COLA.

For equalization, Assembly Bill 2781 (Chapter 1167, Statutes of 2002) appropriates $203 million in 2003-04.

The California Department of Education distributes funds for district and county office of education revenue limits through the principal apportionment process. Other programs distributed through the principal apportionment process are the Adult Education Program, Apprenticeship Program, Charter School General Purpose and Categorical Block Grants, Community Day Schools Program, Continuation High Schools, Elementary School Intensive Reading Program, Gifted and Talented Education, Intensive Algebra Instruction Academies, Necessary Small School Funding, Regional Occupational Centers and Programs, and Summer School/Supplemental Instruction.

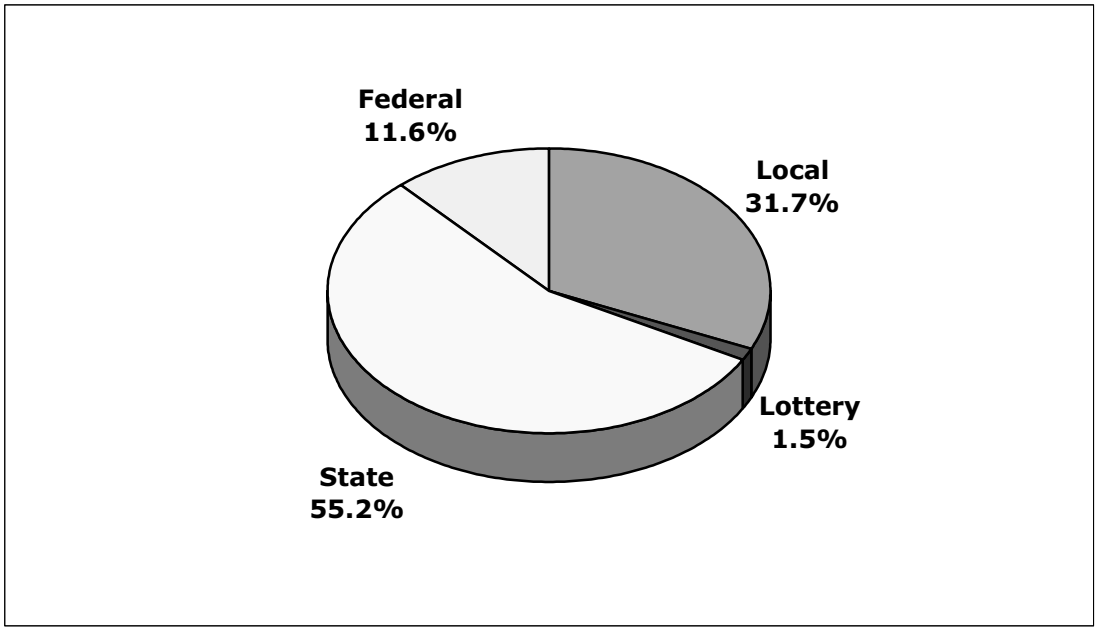
Categorical Programs

In contrast to revenue limit funding, funds distributed through categorical programs have restrictions on their use. Categorical programs typically are governed by statutes specifying the methodology for allocating funds to local educational agencies (LEAs) and how the funds may be spent.

For most categorical programs, the budget provides funds for a 2 percent COLA and projected pupil growth. The factor for growth varies by program, but frequently it is 1.37 percent—the statewide average growth rate in ADA.

Section 12.40(b) of the Budget Act again provides funding flexibility for selected categorical programs.

Sources of Funding for California Schools



Additional Information

Detailed information on the impact of the 2002 Budget Act on funding for K–12 education can be found at <*http://www.cde.ca.gov/fiscal/budgetact/*>.

State Lottery

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

Although the public still perceives the lottery as making a significant difference in the funds available for education, the lottery actually provides about 1.5 percent of the total K–12 funding. While the lottery revenue is appreciated, it is a minor source that cannot be expected to provide major improvements in K–12 education.

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

In the 2001-02 fiscal year, the amount apportioned to schools was $119.69 per pupil in average daily attendance (ADA) for unrestricted lottery revenues and $15.44 per ADA for Proposition 20 revenues. It is estimated that a total of $125 per ADA will be provided to schools for 2002-03, of which $114 per ADA will be unrestricted and $11 per ADA will be restricted for Proposition 20.

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

K–12 Lottery Revenue Allocations

Prior-Year Apportionments

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

Prepared by the California Department of Education, School Fiscal Services Division, February 2003.

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

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

Statewide 2000-2001 Average Salaries and Expenditure Percentages

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

(1) Beginning, midrange, and highest salary paid to teachers

(2) Salaries of school-site principals

(3) Salaries of district superintendents

(4) Percentage of expenditures allocated to salaries of teachers

(5) Percentage of expenditures allocated to salaries of administrative personnel

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

Every school district, except for K–12 districts with a single school, must include in its SARC (*Education Code* Section 41409.3) the statewide averages and expenditure percentages provided by the SSPI along with its salaries and expenditure percentages for comparative purposes.

Additional SARC information is available on the CDE Web site <*http://www.cde.ca.gov/ope/sarc*>.

For additional assistance, contact either the Office of Financial Accountability and Information Services at (916) 322-1770 regarding fiscal information or the Office of Policy and Evaluation at (916) 657-3702 regarding program information.

Elementary School Districts

2000-2001 Statewide Average Salaries and Expenditure Percentages
for the School Accountability Report Card

Statewide Averages	Elementary School District		
	Small ADA <1,000	Medium ADA 1,000 to 4,999	Large ADA ≥5,000
Beginning Teacher Annual Salary	$32,843	$34,611	$35,222
Midrange Teacher Annual Salary	$48,682	$53,100	$57,707
Highest Teacher Annual Salary	$55,974	$65,312	$70,135
School-Site Principal Annual Salary	$71,251	$80,909	$89,033
District Superintendent Annual Salary	$90,588	$109,512	$129,527
Percentage Allocated for Administrative Salaries	6.06%	5.90%	5.40%
Percentage Allocated for Teacher Salaries	40.20%	43.49%	45.90%

High School Districts

2000-2001 Statewide Average Salaries and Expenditure Percentages
for the School Accountability Report Card

Statewide Averages	High School District		
	Small ADA <1,000	Medium ADA 1,000 to 3,999	Large ADA ≥4,000
Beginning Teacher Annual Salary	$32,843	$33,859	$35,124
Midrange Teacher Annual Salary	$48,813	$53,134	$57,212
Highest Teacher Annual Salary	$59,603	$67,718	$71,349
School-Site Principal Annual Salary	$76,471	$88,469	$99,782
District Superintendent Annual Salary	$94,630	$110,625	$138,750
Percentage Allocated for Administrative Salaries	5.24%	5.66%	5.12%
Percentage Allocated for Teacher Salaries	35.68%	38.56%	38.23%

Unified School Districts

2000-2001 Statewide Average Salaries and Expenditure Percentages
for the School Accountability Report Card

Statewide Averages	Unified School District				
	ADA <1,500	ADA 1,500 to 4,999	ADA 5,000 to 9,999	ADA 10,000 to 19,999	ADA ≥20,000
Beginning Teacher Annual Salary	$31,721	$32,981	$34,352	$34,802	$35,490
Midrange Teacher Annual Salary	$46,817	$50,401	$53,749	$54,455	$56,244
Highest Teacher Annual Salary	$57,720	$63,262	$66,773	$68,873	$69,568
School-Site Principal Annual Salary	$71,819	$79,463	$88,377	$90,651	$93,094
District Superintendent Annual Salary	$87,290	$105,087	$124,252	$135,657	$160,607
Percentage Allocated for Administrative Salaries	6.26%	5.84%	5.66%	5.35%	5.00%
Percentage Allocated for Teacher Salaries	37.35%	41.58%	43.06%	43.85%	42.73%

Average Salaries of Public School Teachers, 2000-01

1999-2000 Rank	2000-01 Rank	State	Average Annual Salary	1999-2000 Rank	2000-01 Rank	State	Average Annual Salary
1	1	New Jersey	$53,281*	29	26	Texas	$38,361
2	2	Connecticut	$52,693	27	27	New Hampshire	$38,301
6	**3**	**California**	**$52,480**	28	28	Vermont	$38,254
3	4	New York	$52,040	30	29	Florida	$38,230
4	5	Michigan	$50,694*	31	30	Alabama	$37,956*
5	6	Pennsylvania	$49,528	34	31	South Carolina	$37,938
8	7	District of Columbia	$48,704	33	32	Tennessee	$37,431
9	8	Rhode Island	$48,474*	36	33	Missouri	$36,722
7	9	Alaska	$48,123	32	34	Kentucky	$36,589
10	10	Illinois	$47,847	35	35	Iowa	$36,479
11	11	Massachusetts	$47,789	41	36	Utah	$36,441
12	12	Delaware	$47,047	39	37	Idaho	$36,375
13	13	Maryland	$45,963	38	38	Maine	$36,373
		United States	**$43,335***	37	39	Arizona	$36,302*
14	14	Indiana	$43,311	24	40	Kansas	$35,901
15	15	Ohio	$42,764	40	41	West Virginia	$35,888
17	16	Georgia	$42,216	42	42	Wyoming	$34,678
21	17	Minnesota	$42,212	43	43	Arkansas	$34,641
18	18	Washington	$42,137	49	44	Oklahoma	$34,499
16	19	Wisconsin	$42,122	44	45	Nebraska	$34,175
19	20	Oregon	$41,711	46	46	New Mexico	$33,785
22	21	North Carolina	$41,151	45	47	Louisiana	$33,615
23	22	Nevada	$40,443*	47	48	Montana	$32,249
26	23	Virginia	$40,197	48	49	Mississippi	$31,954
20	24	Hawaii	$40,052	50	50	North Dakota	$30,891
25	25	Colorado	$39,184	51	51	South Dakota	$30,265

Source: National Education Association research estimates database 2002
*NEA estimate

Private Instruction

Private Schools

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

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

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

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

California private schools serving kindergarten through grade twelve are required by state law to file an informational affidavit with the Specialized Programs Division of the California Department of Education each year by October 15. In the 2000-01 school year, 4,252 private elementary schools and high schools (with six or more students), enrolling 648,564 students, filed affidavits. This affidavit is not a license. The affidavit is necessary for the pupil's exemption from

public school and for the school to be eligible to receive the appropriate records from the pupil's last school of attendance. School districts have the responsibility to ensure that all school-age children in the district either are in attendance at a public school or are legally exempt.

The annual *California Private School Directory* lists all private schools with an enrollment of six or more that have filed the informational affidavit. The directory also contains a summary of selected California laws that are applicable to private schools and a list of private school organizations. This directory may be purchased by contacting CDE Press at (800) 995-4099; it is also available in public libraries.

Tutoring

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

Public School Enrollment as a Percent of Total Enrollment in California Public Schools, 1991-92 Through 2001-02

Year	Total	Enrollment		Public enrollment as percent of total
		Public school	Private school*	
2001-02	6,778,994	6,147,375	631,619	90.68
2000-01	6,699,459	6,050,895	648,564	90.32
1999-00	6,592,414	5,951,612	640,802	90.28
1998-99	6,472,857	5,844,111	628,746	90.29
1997-98	6,349,968	5,727,303	622,665	90.19
1996-97	6,227,976	5,612,965	615,011	90.13
1995-96	6,069,802	5,467,224	602,578	90.07
1994-95	5,930,864	5,341,025	589,839	90.05
1993-94	5,841,520	5,267,277	574,243	90.17
1992-93	5,749,791	5,195,777	554,014	90.36
1991-92	5,651,962	5,107,145	544,817	90.36

Source: CBEDS data collection, Educational Demographics, October 2001
* Includes only private schools with six or more students.
Call the local county office of education for more specific information regarding private schools in your area.

Helpful Contacts for Education Information

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

Association of California School Administrators (ACSA)
Dennis Meyers, Media Relations Executive
1517 L Street
Sacramento, CA 95814
916/444-3216; FAX 916/444-3739
http://www.acsa.org

California Association of School Business Officials (CASBO)
Kevin Gordon, Executive Director
600 N. 10th Street, Suite 150
Sacramento, CA 95814
916/447-3783; FAX 916/447-3794
http://www.casbo.org

California Association of School Counselors
Loretta Whitson, Executive Director
P.O. Box 3943
Big Bear Lake, CA 92315
626/471-3076; FAX 909/866-2272
http://www.schoolcounselor-ca.org

California Association of School Psychologists (CASP)
Suzanne Fisher, Executive Director
1400 K Street, Suite 311
Sacramento, CA 95814
916/444-1595; FAX 916/444-1597
http://www.casponline.org

California Association of Supervisors of Child Welfare and Attendance (CASCWA)
http://www.cascwa.org

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

California Chapter, National Association of School Social Workers (NASW)
William Evans, Licensed Clinical Social Worker
5096 Brophy Drive
Fremont, CA 94536-7204
510/797-3173; FAX 510/797-5174
http://www.naswca.org

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

California Community Colleges
Kirsten Macintyre, Public Relations
1102 Q Street
Sacramento, CA 95814-6511
916/445-8752; FAX 916/323-9478
http://www.cccco.edu

California Congress of Parents, Teachers, and Students, Inc. (PTA)
Linda Mayo, Vice President of Communications
930 Georgia Street
Los Angeles, CA 90015
213/620-1100; FAX 213/620-1411
http://www.capta.org

California County Superintendents Educational Services Association (CCSESA)
Glen Thomas, Executive Director
1121 L Street, Suite 510
Sacramento, CA 95814
916/446-3095; FAX 916/448-7801
http://www.ccsesa.org

California Federation of Teachers (CFT)
Mary Bergan, President
1 Kaiser Plaza, Suite 1440
Oakland, CA 94612
510/832-8812; FAX 510/832-5044
http://www.cft.org

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

California Interscholastic Federation (CIF)
Marie Ishida, Executive Director
333 Hegenberger Road, Suite 511
Oakland, CA 94621-1462
510/639-4445; FAX 510/639-4449
http://www.cifstate.org

California Postsecondary Education Commission (CPEC)
Robert Moore, Executive Director
1303 J Street, Suite 500
Sacramento, CA 95814-2938
916/445-1000; FAX 916/327-4417
http://www.cpec.ca.gov

California School Boards Association (CSBA)
Scott Plotkin, Executive Director
3100 Beacon Boulevard
West Sacramento, CA 95691
Mail: P.O. Box 1660
West Sacramento, CA 95691-1660
916/371-4691 or 800/266-3382; FAX 916/371-3407
http://www.csba.org

California Association for Counseling and Development (CACD)
Richard Hoover, Executive Director
2555 E. Chapman Avenue, Suite 720
Fullerton, CA 92831
714/871-6460; FAX 714/871-5132
http://www.cacd.org

California School Employees Association (CSEA)
Bud Dougherty, Executive Director
Frank Polito, Director of Public Relations
2045 Lundy Avenue
San Jose, CA 95131
Mail: P.O. Box 640
San Jose, CA 95106
408/263-8000 or 800/632-2128; FAX 408/954-0948
http://www.csea.com

California School Nurses Organization (CSNO)
926 J Street, Suite 816
Sacramento, CA 95814
916/448-5752 or 888/268-2766; FAX 916/448-5767
http://www.csno.org

California School Public Relations Association (CalSPRA)
Tom DeLapp, President
Communication Resources for Schools
2351 Sunset Blvd., Suite 170, #504
Rocklin, CA 95765
916/315-1409; FAX 916/315-1429
http://www.calspra.org

California State University System (CSUS)
Colleen Bentley-Adler, Director of Public Affairs
401 Golden Shore, 6th floor
Long Beach, CA 90802-4210
562/951-4800; FAX 562/951-4861
http://www.calstate.edu

California Teachers Association (CTA)
Becky Zogalman, Communications Manager
1705 Murchison Drive
Burlingame, CA 94010
650/697-1400; FAX 650/552-5002
http://www.cta.org

John Hein, Associate Executive Director
for Government Affairs
1325 S Street
Sacramento, CA 95814
916/442-5895; FAX 916/442-6457

Children Now
Michael Reisch, President
1212 Broadway, 5th Floor
Oakland, CA 94612
510/763-2444; FAX 510/763-1974
http://www.childrennow.org

Bureau for Private Postsecondary and Vocational Education
Michael Abbott, Chief
400 R Street, Suite 5000
Sacramento, CA 95814-6200
Mail: P.O.Box 980818
West Sacramento, CA 95798-0818
916/445-3427; FAX 916/323-6571
http://www.dca.ca.gov/bppve

Council of Chief State School Officers (CCSSO)
Trudy Rishikof, Strategic Planning and Communications
1 Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
202/408-5505; FAX 202/408-8072
http://www.ccsso.org

EdSource
Trish Williams, Executive Director
4151 Middlefield Road, Suite 100
Palo Alto, CA 94303-4743
650/857-9604; FAX 650/857-9618
http://www.edsource.org

Education Commission of the States (ECS)
Ted Sanders, President
700 Broadway, #1200
Denver, CO 80203-3460
303/299-3600; FAX 303/296-8332
http://www.ecs.org

Educational Testing Service (ETS)
Kurt Landgraf, President
Rosedale Road
Princeton, NJ 08541-6710
609/921-1000; FAX 609/734-5410
http://www.ets.org

Governor's Office of the Secretary for Education
Kerry Mazzoni, Secretary of Education
1121 L Street, Suite 600
Sacramento, CA 95814
916/323-0611; FAX 916/323-3753
http://www.ose.ca.gov

National Association of State Boards of Education (NASBE)
Brenda Welburn, Executive Director
277 S. Washington Street, Suite 100
Alexandria, VA 22314
703/684-4000; FAX 703/836-2313
http://www.nasbe.org

National Center for Education Statistics United States Department of Education
Val Plisko, Commissioner (Acting)
1990 K Street, NW
Washington, DC 20006
202/502-7300; FAX 202/502-7466
http://nces.ed.gov

National Center on Education and the Economy
Marc Tucker, President
1 Thomas Circle NW, Suite 700
Washington, DC 20005
202/783-3668; FAX 202/783-3672
http://www.ncee.org

National Congress of Parents and Teachers Association (PTA)
Shirley Igo, President
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312/670-6782; FAX 312-670-6783
http://www.pta.org

National Education Association (NEA)
Kathleen Lyons, Press Office Manager
1201 16th Street NW
Washington, DC 20036
202/833-4000; FAX 202/822-7974
http://www.nea.org

National Governors' Association (NGA)
Raymond C. Scheppach, Executive Director
Hall of the States
444 North Capitol Street NW, Suite 267
Washington, DC 20001-1572
202/624-5300; FAX 202/624-5313
http://www.nga.org

National School Boards Association (NSBA)
Anne Bryant, Executive Director
1680 Duke Street
Alexandria VA 22314
703/838-6722; FAX 703/683-7590
http://www.nsba.org

National School Public Relations Association (NSPRA)
Rich Bagin, Executive Director
Maureen Pepson, Manager of Communication Service Projects
15948 Derwood Road
Rockville, MD 20855
301/519-0496; FAX 301/519-0494
http://www.nspra.org

Policy Analysis for California Education (PACE)
Michael Kirst, Gerald Hayward, and
Bruce Fuller, Directors of PACE
3653 Tolman Hall
University of California, Berkeley
Berkeley, CA 94720-1670
510/642-7223; FAX 510/642-9148
http://pace.berkeley.edu

Sacramento Office
916/441-5062; FAX 916/441-1866

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

United States Department of Education
Office of Public Affairs
400 Maryland Avenue
Washington, DC 20202
202/401-3026; 1-800/872-5327; FAX 202/401-3130
http://www.ed.gov

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

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

United Teachers of Los Angeles (UTLA)
Steve Blazak, Director of Communications
3303 Wilshire Boulevard, 10th Floor
Los Angeles, CA 90010
213/368-6252; FAX 213/487-3319
http://www.utla.net

University of California (UC)
Office of the President
1111 Franklin Street
Oakland, CA 94607
510/987-9200; FAX 510/987-9173
http://www.ucop.edu

WestEd
Glen Harvey, Chief Executive Director
730 Harrison Street
San Francisco, CA 94107
415/565-3000; FAX 415/565-3012
http://www.wested.org

Calendar of Events—2003

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

January 2003

1	New Year's Day
2–31	Winter 2003 *Golden State Examinations* administered throughout the month
8–9	State Board of Education meeting, Sacramento; California Teachers of the Year honored at the meeting
23	California Drop-In Day
20	Dr. Martin Luther King, Jr., Day, birthday observance (Section 37220 of the *Education Code* states that public schools shall close the third Monday in January or Monday or Friday of the week in which January 15 occurs.)
20-24	Yellow Ribbon Week (student involvement in violence prevention)

February 2003

	BLACK HISTORY MONTH
	NATIONAL CHILDREN'S DENTAL HEALTH MONTH
1	National Freedom Day (commemorates signing of the 13th Amendment)
3–7	National School Counseling Week
5–6	State Board of Education meeting, Sacramento
12	Lincoln's birthday (Section 37220 of the *Education Code* states that public schools shall close on the Monday or Friday of the week in which February 12 occurs.)
15	Susan B. Anthony's birthday
15–22	National Future Farmers of America Week
17	National PTA Founder's Day
17	Washington's Day (Section 37220 of the *Education Code* states that Washington's birthday shall be observed the third Monday in February.)
20	Frederick Douglass Day

March 2003

AMERICAN RED CROSS MONTH
MUSIC IN OUR SCHOOLS MONTH
NATIONAL MENTAL RETARDATION AWARENESS MONTH
NATIONAL MIDDLE LEVEL EDUCATION MONTH
NATIONAL NUTRITION MONTH
NATIONAL WOMEN'S HISTORY MONTH
NATIONAL SCHOOL SOCIAL WORK MONTH
ARTS EDUCATION MONTH IN CALIFORNIA

3	Read Across America Day
2–8	Week of the School Administrator
5	Anniversary of the death of Crispus Attucks (also known as Black American Day)
3–7	National School Breakfast Week
3–7	Newspapers in Education Week
7	California Arbor Day (birthday of Luther Burbank)
12–13	State Board of Education meeting, Sacramento
8	International Women's Day
16–22	National Poison Prevention Week
16–22	National Agriculture Week
21	International Day for the Elimination of Racial Discrimination
21	National Energy Education Day
17–21	California Adult Education Week
31	Cesar Chavez Day (Section 37220.5 of the *Education Code* states that public schools may close on the Monday or Friday of the week in which March 31 occurs.)
TBA	National awardees from California for Presidential Awards for Excellence in Science and Mathematics Teaching announced

April 2003

	CALIFORNIA EARTHQUAKE PREPAREDNESS MONTH
	KEEP AMERICA BEAUTIFUL MONTH
	MATHEMATICS EDUCATION MONTH
	PUBLIC SCHOOLS MONTH (theme designated by the Free and Accepted Masons of California)
	PUBLIC SCHOOLS WEEK (School districts may choose any week in April.)
2	International Children's Book Day
6	California Poppy Day
7	World Health Day
6–12	Week of the Young Child
6–12	National Library Week
20–26	Public School Volunteer Week
21	John Muir Day
21–26	California School Psychology Week
21–27	National TV-Turnoff Week
22	Earth Day U.S.A.
9–10	State Board of Education meeting, Sacramento
24	Take Our Daughters to Work Day

May 2003

	NATIONAL ASIAN PACIFIC AMERICAN HERITAGE MONTH
	Winter 2003 *Golden State Examination* results released
1–31	Spring 2003 *Golden State Examinations* administered throughout the month
1–7	National Physical Education and Sport Week
4–10	Be Kind to Animals Week
7	National School Nurse Day
7–8	State Board of Education meeting, Sacramento

10	American Indian Day (second Saturday in May)
14	California Day of the Teacher (second Wednesday in May)
18–24	Classified School Employee Week
26	Memorial Day
31	World No-Tobacco Day

June 2003

	FIREWORKS SAFETY MONTH (June 1–July 4)
5	World Environment Day
8	Race Unity Day
11–12	State Board of Education meeting, Sacramento
TBA	California's finalists for Presidential Awards for Excellence in Science and Mathematics Teaching announced

July 2003

4	Independence Day
9–10	State Board of Education meeting, Sacramento

September 2003

	HISPANIC HERITAGE MONTH (September 15–October 15)
	LIBRARY CARD SIGN-UP MONTH
	PTA MEMBERSHIP MONTH IN CALIFORNIA
1	Labor Day
8	International Literacy Day
10–11	State Board of Education meeting, Sacramento
12	Legislature scheduled to adjourn
15–16	Mexican Independence Days
17–23	Constitution Week
17	Citizenship Day

October 2003

	CALIFORNIA SCHOOL BUS SAFETY AWARENESS MONTH
	NATIONAL AND CALIFORNIA ENERGY AWARENESS MONTH
	NATIONAL CRIME PREVENTION MONTH
	COMPUTER LEARNING MONTH
5–11	Fire Prevention Week
6	National Child Health Day
6–12	National 4-H Week
8–9	State Board of Education meeting, Sacramento
12–18	National Educational Office Professionals Career Awareness Week
13–17	National School Lunch Week
16	World Food Day
19–25	National School Bus Safety Week
19–25	America's Safe Schools Week
23–31	Red Ribbon Week (same dates every year)
24	United Nations Day

25	Make a Difference Day
TBA	California Educator Awards (Milken)

November 2003

	NATIVE AMERICAN MONTH (AMERICAN INDIAN HERITAGE MONTH)
11	Veterans Day
12–13	State Board of Education meeting, Sacramento
16–22	American Education Week (always observed the week before Thanksgiving)
10–16	Youth Appreciation Week
17–23	National Children's Book Week
19	National Education Support Professionals Day
20	National Parental Involvement Day
23–29	National Family Week
27	Thanksgiving Day

December 2003

10–11	State Board of Education meeting, Sacramento
15	Bill of Rights Day
TBA	U.S. Senate Youth Program winners announced