



Demographics | Enrollment | Achievement ||

California Reading First Initiative



Comparison: State and Reading First Enrollment / Demographic Data			
	California	Reading First	
<i>Number of Elementary LEAs</i>	890	121	
<i>Number of Schools</i>	5,663	882	
<i>Total Enrollment</i>	3,091,718	399,189	
<small>Source: www.cde.ca.gov/ds/sd/cb/sums05.asp</small>			
Category Percentage	<i>English Learners</i>	29.3%	56.2%
	<i>Socioeconomically Disadvantaged</i>	53.4%	86.9%
	<i>African-American</i>	7.9%	9.5%
	<i>Disabled</i>	10.8%	8%
<small>Source: Reading First Year 4 Evaluation Report</small>			

Many EL Students Concentrated Within Small Number of Districts

The chart on the right shows the 20 districts in the state that serve over 10,000 EL students. The chart also shows the proportion of the statewide EL population concentrated in these districts. In total, these districts serve over 600,000 EL students, or about 40 percent of the state EL student population. Fourteen of these districts are among the state's 20 largest school districts. Additionally, the chart shows the proportion of EL students compared to total district enrollment. The EL concentrations vary significantly across the districts—from around 60 percent of the student body in Coachella, Anaheim and Santa Ana, to around 20 percent in Long Beach and Elk Grove. A district's size and concentration of EL students can make a difference in the amount of resources and special programs dedicated to EL student needs.

RF = Reading First Districts

Legislative Analyst Office 2007-08 Analysis Report

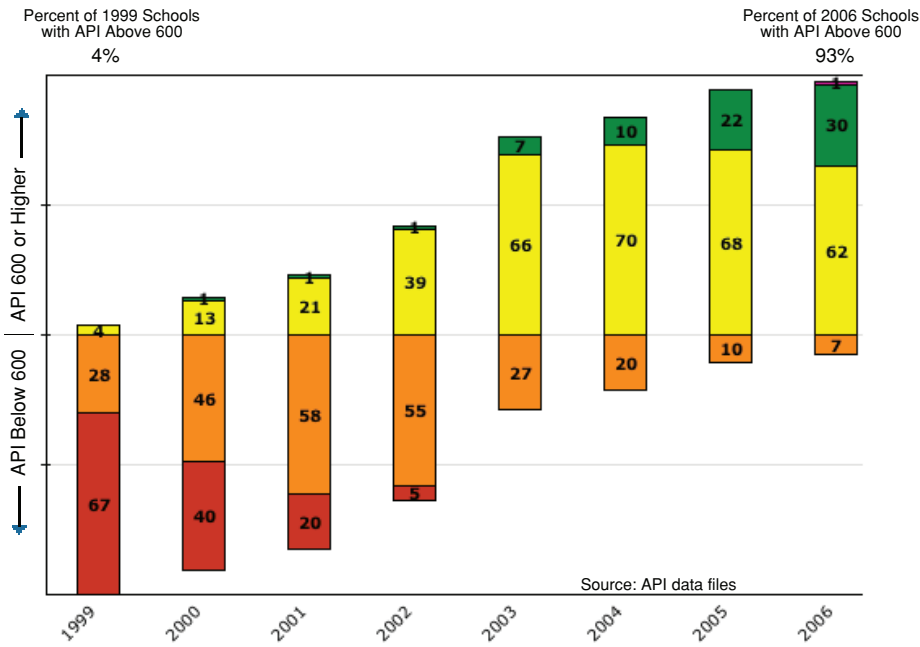


Roughly 40% of California's EL Students Attend Just 20 Districts

District	Number	% EL Students in State	% District Enrollment
RF Los Angeles	283,861	18.6	41
San Diego	32,674	2.1	27
RF Santa Ana	32,552	2.1	58
Garden Grove	23,133	1.5	47
RF Fresno	22,081	1.4	29
RF Long Beach	21,785	1.4	24
RF San Bernardino	18,920	1.2	33
RF Fontana	16,971	1.1	40
RF Compton	16,338	1.1	54
RF San Francisco	16,068	1.1	30
RF Pomona	14,804	1.0	44
RF Sacramento	13,363	0.9	29
RF Montebello	13,245	0.9	38
RF Anaheim	12,255	0.8	59
RF Ontario-Montclair Elementary	11,956	0.8	47
RF Oakland	11,348	0.7	27
Moreno Valley	11,110	0.7	30
Sweetwater Union High	10,437	0.7	25
RF Elk Grove	10,363	0.7	17
RF Coachella Valley	10,246	0.7	62
TOTALS	603,510	39.6	--

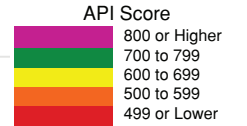
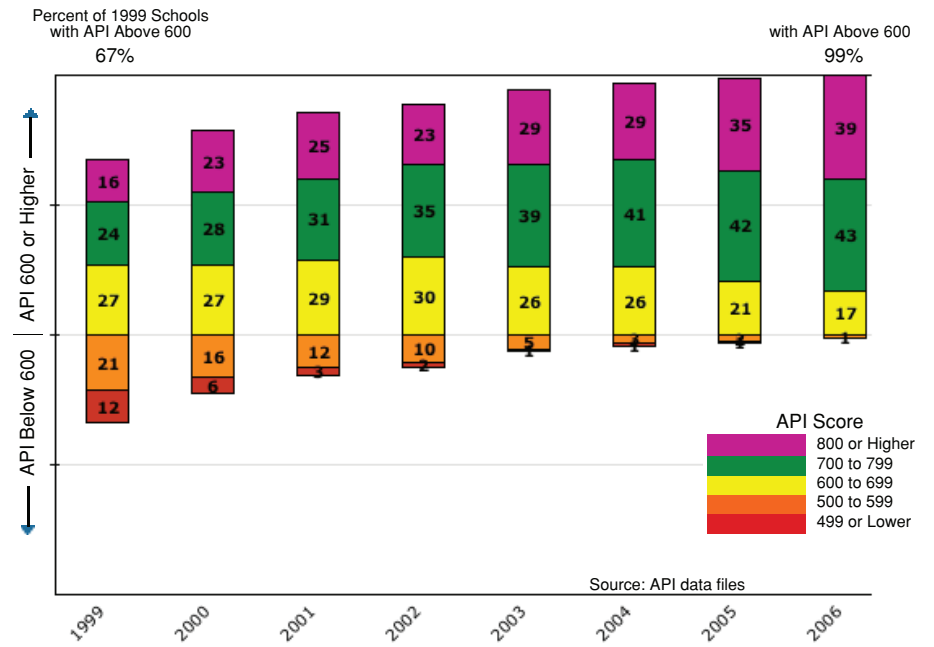
California State, Reading First Schools

Pattern of API Growth from 1999 to 2006
Percent of Schools by API Score



California State, Non-Reading First Schools

Pattern of API Growth from 1999 to 2006
Percent of Schools by API Score



Facts at a Glance . . .

California Districts, Schools, and Teachers served by Reading First . . .

121 School Districts/Charter Schools
882 Schools
19,904 Teachers
399,189 Students

Four Cohorts of California Reading First . . .

Cohort One - 13 School Districts/Charter Schools entered Program in spring 2003
Cohort Two - 60 School Districts/Charter Schools entered Program in summer 2003
Cohort Three - 37 School Districts/Charter Schools entered Program in summer 2004
Cohort Four - 11 School Districts/Charter Schools entered Program in spring 2006

Professional Development for California Reading First

Teachers . . .

120 hours per year (40 hours at institute, 80 hours during academic year)
 • Total Number of Teachers Trained (2003 to Date): **47,919**

Principals . . .

80 hours during first two years (40 hours at institute, 40 hours during academic year)
 • Total Number of Principals Trained (2003 to Date): **1,889**

Coaches . . .

160 hours during first or second year (20 days at institutes)
 • 1,018 Coaches/Content Experts in 2003-04
32 hours in the third year (4 days at institutes)
 • 1,431 Coaches/Content Experts in 2004-05
40 hours in fourth year (4 days at institutes, one day at Principal~Coach Summit)
 • 1,371 Coaches/Content Experts in 2005-06

LEA Leadership . . .

24 hours during each year in program (4 days)

175 LEA Leadership staff in 2003-04
275 LEA Leadership staff in 2004-05
375 LEA Leadership staff in 2005-06
390 LEA Leadership staff in 2006-07

An additional 100 participants attended the Superintendents' Summit each year. Guests included representatives from the Office of the Secretary of Education, State Board of Education members, County Office of Education Superintendents, School Board Members and District Superintendents.

Administrators . . .

24 hours during each year in program (3 days) Administrator Training of Trainers
190 Reading First Coordinators and Principals in 2005-06
200 Reading First Coordinators and Principals in 2006-07
11,721 Administrator Modules (20 topics, 3 hours each) provided to Reading First LEAs for Administrator Professional Development

Facts at a Glance . . .

California Technical Assistance Center Staff . . .

8 Regional Technical Assistance Centers at County Offices of Education have provided support services since 2003-04 to LEAs in the following Regions:

- Alameda, Butte, Los Angeles, Sacramento, San Bernardino, San Diego,
- San Joaquin, Santa Barbara

1 State Technical Assistance Center at the Sacramento County Office of Education has provided Statewide services since 2003-04 to all LEAs.

California Reading and Literacy Partnership Committee . . .

- 25 Statutory Members meet quarterly (or as needed)
- 5 Members on Evaluation Subcommittee (meet as needed)

California Reading First External Evaluator . . .

- Educational Data Systems (EDS)
- Principal Investigator: Dr. Diane Haager

Evaluation Requirements For California Reading First LEAs/Charter Schools . . .

- Annual LEA Assurances Survey
- Annual LEA Internal Evaluation Report
- Annual Teacher, Coach, Principal Survey
- End-of-Year Oral Fluency Subtests
- Professional Development for teachers
- Certified Online Assessment Reporting System use by LEA
- 6-8 Week Skill Assessments, Kindergarten Assessments (Fall, Mid-year, Spring)

Program Requirements For California Reading First LEAs/Charter Schools . . .

- Adopt and fully implement the district's state-adopted K-3 instructional reading/language arts program (Houghton-Mifflin Reading or SRA/Open Court Reading) for K-3 teachers and special education teachers; including the alternative Spanish version (if selected)
- Assure the adopted reading/language arts program will be fully implemented and the daily instructional time will be protected from disruptions for a minimum of 2.5 hours for grades 1-3, and 1 hour for kindergarten, through use of a pacing schedule
- Use and support only supplemental materials, technology programs, or staff development programs that support the scientific research-based, adopted reading/language arts instructional program
- Assure that all school sites will support regular, collaborative, grade-level teacher meetings to discuss use of the instructional program, student results on the selected assessments, and will receive additional training
- Require, in Year 1, that all teachers participate in AB 466 / SB 472 professional development for advancement of skills in use of adopted program and instructional strategies, respectively. Require, for each year thereafter, that all teachers participate in SB 472 comparable professional development for advancement of skills in use of adopted program and instructional strategies
- Principal and vice principal, as instructional leaders, agree to:
 - Support full implementation of the district's state-adopted reading/language arts program and protect the daily instructional time from disruptions for a minimum of 2.5 hours for grades 1-3 and 1 hour for kindergarten, through the use of a pacing schedule
 - Be involved in, and knowledgeable of, the instructional delivery of the program
 - Organize and support regular, collaborative, grade-level teacher meetings to discuss use of the instructional program and student results on the selected assessments, and to develop action plans for student interventions and/or additional teacher training
 - Guide the monitoring of students progress based on the instructional program assessment and others approved by the district; and use the results to make program decisions for the purpose of maximizing student achievement
 - Insist on and ensure the full implementation of the adopted reading/language arts program for K-3 teachers*
 - Ensure that any supplemental materials, technology programs, or staff development programs will be in alignment with the scientific research-based, adopted program

California Reading First LEA Enrollment Data 2002-2007

Number of LEAs	Cohort Number	Year	Number of Schools	Number of Teachers	Number of Coaches Trained	Number of Classrooms		Total Number of Classrooms	Number of Students		Total Number of Students
						Non-waivered	Waivered		Non-waivered	Waivered	
13	1	2002-03	281	8,037	568	8,037	-	8,037	147,896	-	147,896
		2006-07	348	8,622	516	7,954	668	8,622	147,846	11,558	159,404
Number of LEAs	Cohort Number	Year	Number of Schools	Number of Teachers	Number of Coaches Trained	Number of Classrooms		Total Number of Classrooms	Number of Students		Total Number of Students
						Non-waivered	Waivered		Non-waivered	Waivered	
60	2	2003-04	342	8,421	450	8,072	347	8,419	143,378	7,101	150,479
		2006-07	367	7,761	445	6,972	789	7,761	138,825	21,548	160,373
Number of LEAs	Cohort Number	Year	Number of Schools	Number of Teachers	Number of Coaches Trained	Number of Classrooms		Total Number of Classrooms	Number of Students		Total Number of Students
						Non-waivered	Waivered		Non-waivered	Waivered	
37	3	2004-05	137	3,109	202	2,509	600	3,109	47,818	11,512	59,330
		2006-07	141	3,062	185	2,507	555	3,062	46,597	10,984	57,581
Number of LEAs	Cohort Number	Year	Number of Schools	Number of Teachers	Number of Coaches Trained	Number of Classrooms		Total Number of Classrooms	Number of Students		Total Number of Students
						Non-waivered	Waivered		Non-waivered	Waivered	
11	4	2006-07	25	456	27	444	12	456	8,880	240	9,120

Reading First Growth from 2002-2007											
Number of LEAs	Cohort Number(s)	Year	Total Number of Schools	Total Number of Teachers	Total Number of Coaches Trained	Total Number of Classrooms		Total Number of Classrooms	Total Number of Students		Total Number of Students
						Non-waivered	Waivered		Non-waivered	Waivered	
13	1	2002-03	281	8,037	568	8,037	-	8,037	147,896	-	147,896
121	1, 2, 3, and 4	2006-07	881	19,901	1,173	17,877	2,024	19,901	342,148	44,330	386,478