



Coyote Creek Elementary School

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Principal's Message

Welcome to Coyote Creek Elementary School. The staff and I look forward to providing your children with stimulating and challenging educational opportunities throughout the school year. Coyote Creek School is a community of learners; we will provide a safe, nurturing environment, which supports and encourages the intellectual and social development of our students. We believe the responsibility for learning is shared by students, teachers and parents. Together we continue to build a school of excellence.

The school uses various forums to relay information to families. A global e-mail system is used to communicate the weekly Friday Flash school newsletter, full of information and timelines, PTA newsletters, and other messages from school. Many teachers also use email for newsletters and parent communication. An automatic phone message is used periodically to call your home with reminder information. The Coyote Creek has a very informative website, <http://www.ckes.srvusd.k12.ca.us>. All staff members at Coyote Creek have e-mail and the addresses can be accessed via the school website listed above.

As a staff we believe, the family and the school must work closely together to provide the optimum education for children. Coyote Creek prides itself on welcoming all families into our school community. The information provided in this SARC report will provide you with more in-depth information regarding Coyote Creek School.

Mission Statement

"We Care, We Share, We Dare" - these three characteristics must be evident in order to create an exemplary school, which develops strong traditions and prides itself on offering children a safe, secure and challenging learning environment. Staff members at Coyote Creek School provide a learning environment, which is conducive to developing the unique intellectual, social, physical and emotional potential of each child. They believe all children can learn and they are responsive to the unique learning styles of every child. This school is a place where teachers reflect upon their own teaching practices for the purpose of professional growth and the continued enhancement of the quality of instruction. Teachers frequently visit colleagues' classrooms and in turn allow colleagues to visit their rooms.

Coyote Creek's school vision is built upon the principle of the school as a community of learners and leaders. Grade level teachers work as collaborative teams when planning curriculum; they design and implement an academic program that is consistent throughout their grade level. Teachers individually enhance the program with their own "artistic flair". An essential component of the school vision is the school/community connection. We view parents as friends and colleagues and together we celebrate the unique diversity in our community. Parents have played a critical role in developing an outstanding school where children are successful and flourishing. Coyote Creek School is a place where every child can grow and every teacher can make a difference.

Discipline & Climate for Learning

Coyote Creek Elementary has developed an effective behavior support program designed to provide consistency, safety and a positive climate throughout the school. All staff reads and implements a book called The First Six Weeks of School to provide a continuous program of behavior expectations throughout the school and to build a sense of community within each classroom.

The Coyote Code is: 1. Hurt no one on the inside or outside; 2. Respect our school and all property; 3. Be responsible for what you say and do. Teachers in grades kindergarten through fifth have received training in Second Step Violence Prevention and implement the program in all classrooms; "Talk It Out" conflict resolution is also consistently used throughout the grade levels.

Staff members recognize students who demonstrate good behavior and show random acts of kindness with Catch Them Being Good certificates. All students have attended a school assembly on the prevention of bullying and each month every grade level participates in a grade level assembly which focuses on the following topics: respect, responsibility, caring, positive attitude, do your best, wise choices.

Leadership students are trained to be Peacemakers and assist students with conflicts during morning and lunch recess. The City of San Ramon assigns a police officer to the school to be our liaison with the police department and give students and staff the feeling that one individual is our school resource officer. Students are expected to be respectful and responsible, and staff models these behaviors in all settings around the school.

Student recognition is ongoing within the classrooms. Teachers provide frequent praise and rewards for excellent citizenship and academic performance. This positive approach supports academic success and helps students develop responsibility for themselves and others. The school handbook is annually revised and posted to the website. Families are asked to read the handbook together and teachers also review the contents of the handbook with students during the first week of school.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	9	6	3	114	118	106
Suspension Rate	1.32%	0.80%	0.40%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

School Profile

Coyote Creek School was built in 1999 as a developer-built school, one of the first schools in the state completely designed and built by a developer. Coyote Creek School is located on N. Gale Ridge Road, on the north side of Bollinger Canyon Road. Coyote Creek School serves a residential neighborhood in San Ramon east of Interstate 680.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.3%
American Indian	0.4%
Asian	39.4%
Caucasian	42.6%
Filipino	3.9%
Hispanic	4.5%
Pacific Islander	0.5%
Multiple or No Response	7.3%



Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	20	19	6	6	8	-	-	-	-	-	-
1st	19	20	20	7	7	7	-	-	-	-	-	-
2nd	20	20	20	6	6	7	-	-	-	-	-	-
3rd	19	20	20	6	6	6	-	-	-	-	-	-
4th	31	28	30	-	-	-	4	4	4	-	-	-
5th	29	31	31	-	-	-	3	4	4	-	-	-
4-8	-	30	-	-	-	-	-	1	-	-	-	-

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2005/2006 enrollment at Coyote Creek Elementary was 746. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	120	120	130
1st	117	120	140
2nd	120	120	120
3rd	113	120	120
4th	122	126	121
5th	88	140	122



School Facilities

Coyote Creek Elementary work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board did approve deferred maintenance projects for the school, which included concrete stairs repair (\$3,750) and VCT replacement (\$1,950).

School Facility Conditions				
Date of Last Inspection: 07/1,2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Safe School Plan

Visitors are required to check in at the office and volunteers and visitors wear identification badges while on campus. All staff members wear picture identification badges. Fire, secure campus, and civil defense drills take place on a regular basis. Posted procedures for emergencies are visible in all rooms. Adults supervise the playgrounds at all recesses and at lunchtime.

Staff members supervise the parking lot before and after school. There is an adult crossing guard on the main frontage road for arrival and dismissal of students. All supervising adults wear identifying safety vests. There are walkie-talkies in all classrooms, the office, playground areas, and other pertinent areas. The school safety patrol assists students in safely crossing the parking lot. The staff considers safety a high priority. Playground and school safety rules are reviewed with students in class during the first week of school.

On the first day of school students are given a guided tour of the school facility and introduced to key staff members and are reminded about school etiquette and safety. Each classroom has an emergency pack and disaster plan to follow in case of a crisis. CPR and First Aid training are offered to the staff on a yearly basis.

- Date of Last Review/Update: August 2006
- Date Last Reviewed with Staff: August 2006

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	Yes

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=8384091.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)



Curriculum Development

Coyote Creek was named a California Distinguished School in 2004. The California Teaching and Content Standards drive instruction on this campus.

Grade level teams develop curricular maps which include assessment tools, curricular materials, and a timely and systematic method of teaching the standards. These curricular maps are reviewed annually. One of the criteria to be hired as a teacher at Coyote Creek is an expectation to assume a leadership role. The staff also prides itself on being life long learners. Professional reading is done throughout the school year. Teachers participate in staff development opportunities that correlate with the goals of the school SITE plan. All teachers are trained in the use of differentiated instruction and apply this methodology to our varied student population. On-going analysis of student data drives instruction.

In addition to their regular classroom assignment, many teachers participate on committees both at the school site and at the district. Teachers participate as mentors, on special task force committees, and as presenters at workshops.

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Coyote Creek Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Reading Specialist	1	1.0
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	1.0

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
Language Arts												Math						Science										
2			3			4			5			2			3			4			5							
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07					
All Students																												
School	84	94	92	78	78	84	89	86	92	87	90	86	89	97	96	95	93	92	92	89	91	99	96	91	88	81	86	
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78	
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37	
Males																												
School	77	95	91	76	75	78	87	80	89	82	90	82	89	97	98	94	93	90	90	89	87	100	94	91	86	80	82	
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81	
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38	
Females																												
School	92	93	93	81	80	89	91	93	95	95	90	91	90	97	94	96	93	93	95	89	97	97	98	89	89	80	91	
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76	
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35	
Asian																												
School	88	94	95	88	86	90	94	96	95	91	97	94	95	98	100	100	100	98	100	96	100	100	100	96	94	89	89	
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84	
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60	
Caucasian																												
School	82	98	87	74	72	80	92	83	88	88	94	81	85	100	91	93	89	90	86	90	87	98	96	85	83	83	85	
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79	
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58	
Students with Disabilities																												
School	46	55	*	18	64	67	75	31	*	*	60	*	50	73	*	91	82	92	83	62	*	*	80	*	*	53	*	
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60	
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16	
English Learners																												
School	*	*	94	*	*	*	*	*	*	*	*	*	*	*	100	*	*	*	*	*	*	*	*	*	*	*	*	*
District	49	60	71	24	50	29	50	45	46	40	51	33	76	81	86	69	72	77	68	62	60	73	72	62	23	51	45	
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Percentage of Students in Healthy Fitness Zone

2006-07 Test Results

5th Grade

School

School Overall	51.7%
School (Boys)	49.3%
School (Girls)	54.7%

District

District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%

State

State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	8	8	
All Students				
Actual Growth	11	9	-5	952
Asian				
Actual Growth	15	11	-5	986
Caucasian				
Actual Growth	8	14	-20	929

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	
First Year in PI	-	
Year in PI (2007-08)	-	
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	70	78	76	92	89	92
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	67	73	70	93	88	89
Females						
School	75	83	82	92	90	95
Asian						
School	74	81	82	98	95	94
Caucasian						
School	72	75	73	93	85	90
Students with Disabilities						
School	36	64	58	91	73	75

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Staff Development

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

Teachers meet on a weekly basis with grade level colleagues to analyze student work and plan curriculum. Staff meetings also are curriculum driven and there are educational focus topics on the agenda each month.

The School Site Base Plan (SITE) drives our curricular focus. Teachers attend summer institutes on the New York Reading and Writing Project. There are required professional summer readings each year which focus on goals established in the school's SITE plan. There is a full time curriculum teacher who supports all staff with differentiated instruction, gifted curriculum and also provides students with reading intervention programs and the reading and writing project. There are three district wide teacher staff development days each year. Teachers meet and plan the agendas based on yearly curricular goals. Time is built in throughout the year for teachers to articulate with other grade levels.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Coyote Creek Elementary had 40 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	35	36	40	1214
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0



Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	School	100.00%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$52,127
District	\$58,670
Percentage of Variation	11.16%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	13.17%



District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^]

