

SCHOOL FINANCE

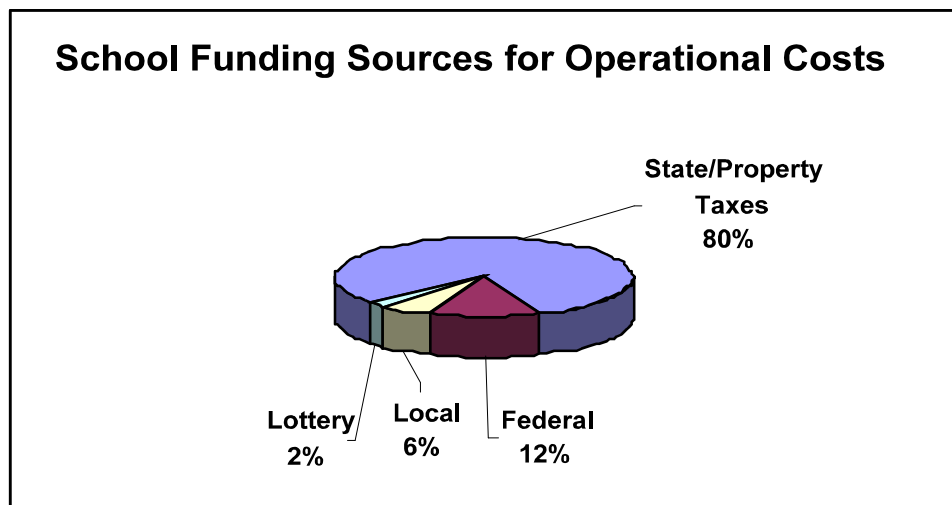
PART 1: HOW ARE CALIFORNIA'S SCHOOLS FINANCED?

1. Funding Sources for Operational Costs

The largest percentage of school funding is from the following:

- state funds, mostly from sales and income taxes, and local property taxes (80 percent)
- federal funds (12 percent)
- lottery funds (2 percent)
- and other local revenue sources (6 percent) (interest income, parcel taxes, foundations, and donations).

The percentages shown in the figure below are statewide averages; actual percentages can vary greatly among school districts.



Local school boards determine how the majority of the state funds they receive will be spent. These are called general purpose funds. However, approximately one-third of the funds allocated to school districts are designated for specific purposes and are called categorical funds.

General Purpose Funds

While each school district has its own per-student funding level (revenue limit) for the general-purpose funds, the amount is primarily determined by the type of school district (elementary district K-8, high school district 9-12, or unified district K-12). The per-student amount is multiplied by the actual attendance of the students (called average daily attendance, ADA) to determine the total funds received.

Revenue Limit: The amount of general purpose money each district may receive per pupil (ADA) from a combination of state taxes and local property taxes. Categorical aid for specific programs and students is granted in addition to revenue limit income. The legislature came up with the revenue limit concept to create a more equal distribution of monies for schools.

A small number of school districts, called basic aid districts, are funded somewhat differently. These are districts in which local property taxes equal or exceed the district's revenue limit. They have chosen to be funded as basic aid districts because they will receive more money in property taxes than they would if they were to receive revenue limit funds. In other words, historically, these districts have been able to keep the money from local property taxes and still receive constitutionally guaranteed state basic aid funding of \$120 per student. (Note: Because of budget constraints in 2002-2003, lawmakers decided to eliminate the \$120 per student based on average daily attendance (ADA) in basic aid, saying that the state met its constitutional obligation to these districts with other state funding; i.e., from categorical programs. However, these districts were allowed to keep their excess property taxes.)

While local school boards determine how general purpose funds will be used, on average 80 percent of the funds are designated for personnel costs. In addition, unions represent most school district employees. School boards must adhere to the collective bargaining process when determining how the funds will be spent.

Categorical Funds

In addition to general purpose funds, school districts, based upon eligibility, also qualify for additional state and federal funds for specific programs, such as Class Size Reduction, or special purposes such as transportation. Special Education and Class Size Reduction are two of the largest state programs in terms of dollars. Because these funds are categorical and are, therefore, designated (restricted), schools or districts must spend the money only for specified purposes. All districts receive categorical aid in varying amounts. In 1999-2000, a little more than one-third of the total money for education was earmarked for special uses.

Local funds

School districts have a limited number of options to raise funds locally for daily operational costs. They include parcel taxes and Maintenance Assessment Districts (recreation tax).

A parcel tax must be approved by two-thirds of the voters for specific purposes. According to the EdSource 2004 Resource Cards, 357 parcel tax elections have been held in California since 1983. Of those, 166 (46 percent) have been successfully passed. If the threshold requirement for voter approval were to be set at 50 percent, 291 would have passed (81 percent).

While parcel tax elections are driven by school districts, the chart on the next page displays the results of parcel tax elections by county. This allows the reader to view parcel tax elections from a broader perspective. Many of the districts where parcel taxes have been passed have also been successful in subsequent elections.

Another way to generate operational funds is to create a Maintenance Assessment District (sometimes called a Benefit Assessment District). Note: Only property owners vote on this tax. The funds (fees) are used to provide a service that is of benefit to all feepayers, such as the maintenance of public parks and other recreational areas. For school districts, this can cover school grounds that are used for community as well as school district needs.

Parcel Tax Election Results by County through March 2004

	Total Unsuccessful Elections	Total Successful Elections	Number of Successful Districts	Parcel Tax Amt	
				Min	Max
Alameda	7	20	6	\$94	\$2,160
Calaveras	1	0	0		
Contra Costa	15	13	6	\$40	\$385
El Dorado	1	0	0		
Fresno	2	0	0		
Humboldt	5	0	0		
Kern	4	1	1	\$26	\$26
Los Angeles	26	11	5	\$98	\$225
Marin	11	46	16	\$98	\$550
Mariposa	1	0	0		
Mendocino	1	0	0		
Mono	0	1	1	\$59	\$59
Monterey	6	1	1	\$35	\$35
Nevada	1	0	0		
Orange	6	0	0		
Placer	3	4	1	\$80	\$80
Sacramento	1	0	0		
San Bernardino	2	0	0		
San Diego	3	0	0		
San Joaquin	1	0	0		
San Luis Obispo	1	0	0		
San Mateo	14	24	11	\$72	\$298
Santa Barbara	2	0	0		
Santa Clara	21	16	7	\$63	\$365
Santa Cruz	6	3	2	\$28	\$81
Shasta	1	0	0		
Solano	2	1	1	\$175	\$175
Sonoma	11	14	10	\$12	\$75
Tulare	8	4	3	\$25	\$100
Ventura	1	1	1	\$197	\$197
Yolo	0	6	1	\$120	\$120
Total	164	166	73		

Education Foundations

Some communities have successfully established educational foundations, which have the purpose of raising additional funds for their local school districts. Many offer minigrants to teachers for various educational projects. Some offer scholarships for students. Some education foundations are run completely by volunteers; others have full-time staff to assist their volunteers. Many have activities to increase their education community's involvement and cultivate business partnerships with their local schools (e.g., principal for a day, organize volunteers to assist in schools, internship and apprenticeship programs for students, adopt-a-school/classroom programs).

2. Financial Condition of School Districts

The Department of Education lists 44 school districts with a negative certification (9) or qualified certification (35) as of the 2003-04 second interim report. A negative certification is assigned to a school district or county office of education when it is determined that, based upon current projections, the school district or county office of education will not meet its financial obligations, in this case, for the two fiscal years 2003-04 or 2004-05. A qualified certification is assigned to a school district or county office of education when it is determined that, based upon current projections, the school district or county office of education may not meet its financial obligations, in this case for the three fiscal years 2003-04, 2004-05, or 2005-06.

Second Interim Reporting History						
	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04
Positive	1,037	1,027	1,023	1,003	978	997
Qualified	14	16	18	34	55	35
Negative	1	3	4	6	8	9
Totals	1,052	1,046	1,045	1,043	1,041	1,041

Since 1979, thirty-five state loans have been given to school districts in need of financial support to recover from fiscal instability. Currently, there are five state loans outstanding:

Outstanding State Loans to School Districts				
School District	Authorized	Used*	Balance**	Due Date
Oakland	\$100.0	\$65.0	\$65.0	6/30/23
West Fresno	\$2.0	\$1.3	\$1.3	12/30/13
Emery Unified	\$2.3	\$1.3	\$1.2	9/30/21
West Contra Costa	\$28.5	\$28.5	\$18.5	2/1/18
Vallejo	\$60.0	\$60.0	\$60.0	

* Indicates how much of the loan has been used.

** Indicates funds still owed to the state.

Major Education Legislation Affecting School Funding

Major legislation that has affected funding for California schools:

- 1972 SB 90—established Revenue Limits
- 1974 Special Education Master Plan—similar to federal legislation
- 1976 *Serrano v. Priest*—Equalized funding
- 1977 AB 65—extension of *Serrano v. Priest* and established categorical funds
- 1978 Proposition 13 (Constitutional amendment)—limited property tax rates and increases
- 1984 Lottery funding—approximately 2 percent of funding sources for schools
- 1988 Proposition 98 (Constitutional amendment)—guarantees minimum level of education funding
- 1991 AB 1200—established procedures for schools to report on financial condition
- 1996 SB 1777—Class Size Reduction (K-3)
- 1997 SB 1468—funding for schools changed to actual days students are in school (ADA)
- 1997 AB 602—established new funding formula for Special Education
- 1999 AB 1600—created a charter school funding model
- 2004 AB 2756—increased fiscal accountability to AB 1200

SB 90—Established the revenue limit system for funding school districts. A district’s revenue limit was determined by dividing the district’s 1972-73 state and local income by that year’s ADA. This per-ADA amount became the historical base for all revenue limit calculations.

Serrano Decision—A ruling by the California Superior Court in the case of *Serrano v. Priest* that school district revenues in California depended too heavily on local property taxes and students in districts with a low assessed value per pupil were being denied an equal educational opportunity in violation of the California Constitution. In response to this litigation, legislators passed Senate Bill 90 in 1972, creating the revenue limit system that put a ceiling on the amount of general-purpose money each district could receive. In 1974, a state trial court in Los Angeles County ruled that the revenue limit recalculation formula was inadequate to equalize the delivery of public education across the state. This ruling was upheld by the California Supreme Court in 1976. Essentially, the court ordered that the property-wealth-related disparities between school districts be reduced to an insignificant amount (currently, according to EdSource data cited on www.edsource.org that amount is about \$350 per ADA).

Proposition 13—Approved by the voters in 1978. Proposition 13 limited the property tax rate to 1 percent of assessed value (plus any additional rates approved by local voters, such as for general obligation bonds). It limited increases in assessed valuation to 2 percent per year. It also required any new local taxes to be approved by two-thirds of the voters. This was the beginning of the shift of funding sources from local school districts to the state. The Legislature responded in 1978 with AB 8, which established formulas delineating how property taxes would be divided among cities, counties and school districts.

The Lottery—Approved by California voters in 1984. The lottery guarantees that 34 percent of its funds will be distributed to schools, colleges, and universities. School funding from the lottery must be supplemental and used for instructional purposes. Lottery income comprises less than 2 percent of K-12 education funding annually. In March 2000, the voters approved restricting some of these funds for textbooks and instructional materials. For 2004-05, the funding is projected to be \$123 per ADA with 10 percent restricted.

Proposition 98—A constitutional amendment, approved by California voters in 1988, which established a guaranteed minimum amount of funding from property and state taxes for K-14 (kindergarten through community college) education each year, calculated by complex formulas according to the state’s economic condition. This provision can be suspended by approval of two-thirds of the legislature. The 2004-05 budget suspended Proposition 98 funding for the first time, as the result of a deal the governor made with various education groups early in the budget process.

AB 1200—Fiscal Accountability—Established major fiscal accountability controls on school districts and county offices of education. It requires school district budgets to project the financial condition of the district for the current and next two years at least twice a year.

Class Size Reduction (CSR) K-3—Passed by the legislature and signed by the governor in mid-July of 1996 and implemented statewide for the 1996-97 school year. It provided categorical funding to reduce class sizes to 20 (maximum of 20 students to one teacher) in grades K-3. More information on this program is included in the funding section.

SB 1468—Actual Attendance—Changed the state funding formula for schools to Actual Attendance in 1997. This change meant that schools would only receive funding for students who attend school. Prior to this legislation, schools were funded on actual attendance plus excused absences. The revenue limit was adjusted by the excused absence rate experience by the school district in 1995-96.

AB 602—Special Education Funding—Changed the state formula for special education funding in 1997. AB 602 allocates funds based on the ADA for all school districts covered by a Special Education Local Planning Area (SELPA). This removed the incentive to identify students as special education and required a certain staffing formula based on the type of special education student setting.

AB 1600—Charter Schools—Changed the funding model for charter schools to allow block grants directly from the state. SB 1448 in 1992 authorized publicly funded schools that would be exempt from education laws (excluding testing and accountability) and run independently of school districts. Subsequent legislation has increased the number of charter schools that can exist and established additional and stricter requirements.

AB 2756—Increased Fiscal Accountability—Passed by the legislature in 2004 to require school districts to “report out” and certify that the costs of their collective bargaining agreements can be covered in the current year. It also added more county oversight responsibility and authority to take action if certain conditions were found to exist, and authority for the superintendent of public instruction to suspend authority of the COE over the financial affairs of school districts if certain conditions exist.

3. How State Funding is Determined

Proposition 98

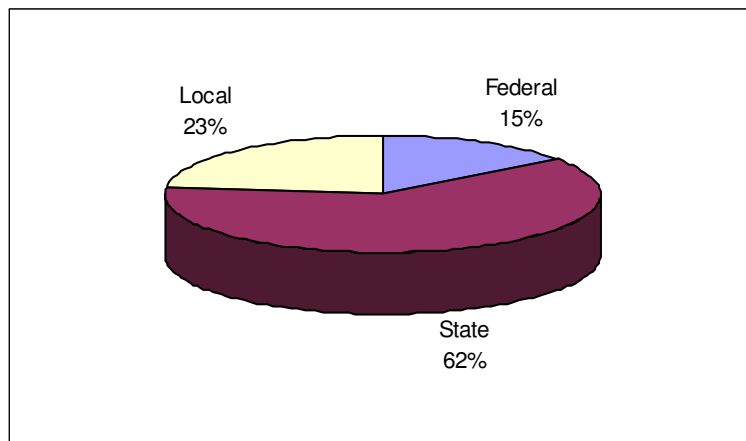
Each year, the state determines the amount of funding school districts will receive, based on criteria formulas contained within Proposition 98. The funding is based upon the health of the state economy and other factors. The April 2004 EdSource publication titled *Proposition 98 guarantees a minimum level of funding for public schools* [sic] lays out more detailed information about the actual formula. It explains that the formula, as established, assumed revenues would be stable in California. In fact, since 2000 state revenues have been volatile and unpredictable, resulting in mid-year adjustments to state funding for

school districts for two consecutive years (2002-03 and 2003-04). These adjustments, in turn, affect the level of state allocations the following year.

Suspending the Proposition 98 funding requirement requires a vote of two-thirds of both houses of the legislature and the governor's signature. This happened for the first time since its passage as part of the 2004-05 budget.

Major Categorical Funds

Special Education—Special Education students are entitled to a free and appropriate education in the least restrictive environment. Funding is provided by three sources: federal, state, and local. Funding and services are provided by Special Education Local Planning Areas (SELPA), regional groups that have been created to administer Special Education services effectively and efficiently. Districts are organized into SELPAs—some are countywide, a single large district, or part of a district; and some combine several smaller districts. Each SELPA must update its plan on a yearly basis. Funding is based mainly on the total ADA for all school districts covered by the SELPA. Additional funds are provided to SELPAs that experience high costs for services. Originally, when the federal government approved the Individuals with Disabilities Education Act (IDEA), the federal government promised to fund 40 percent of the costs. As shown in the chart below, this has not happened. While actual amounts vary for each school district, the following is an average breakdown of funding support. School districts are required to show maintenance of effort (local support that maintains a similar level as the prior school year).



Transportation—State funding for school districts based on the number of students served. School districts are not required to offer transportation for regular K-12 students. School districts do not receive enough funding to cover the cost of the program. The additional costs are covered by districts through their ability to transfer funds from other categorical funds (called the Mega-Item transfer) and unrestricted dollars.

School Improvement Program—Funds made available to school sites to improve instruction, services, school environment and organization, according to plans developed by school site councils and approved by the local school district.

State Volunteer and/or Incentive Funding Programs—Includes voluntary programs such as Class Size Reduction for K-3 and 9th grade, Staff Development Buyback funding, and Summer School and

Intervention programs. The revenue received may not cover the total cost of a particular program; school districts earn the funds based upon the program’s criteria.

Ninth Grade Class Size Reduction—A program that allows school districts to receive additional funds for reducing class size for ninth grade classes in English and one other course required for graduation (i.e. Math, Science or Social Studies). Daily enrollment counts are taken for the whole year or for the semester. Individual classes may have an average of 22 students in the class. The school average must be 20.49 or less for classes to qualify for the funding. Students from other grades enrolled in these classes also count towards the class size and for the funding. According to the Department of Education, 2004-05 Ninth Grade Class Size Reduction application forms, the estimated funding level per student is \$180. The Department of Education reported that in 2002-03, 41 percent of the schools participated in the program, representing 66 percent of the ninth grade enrollment.

Class Size Reduction K-3—(See major legislation described above). School districts choosing to participate receive the funds only if their average daily enrollment is maintained from the beginning of school through April 15th. The program does not need to be implemented district-wide. Schools must implement first grade, then second grade, then third or kindergarten, in that order. Schools can implement a full-day option or receive half the funds for implementing a half-day option. Under the half-day option, schools must have two teachers in the classroom half the instructional time. The most common grade for the CSR half-day option is kindergarten. During this time students are taught reading and math.

Schools with a high student transiency rate have had some difficulty maintaining CSR or find the need to create more combination classes. Many school administrators have asked that the rules be changed to a model similar to the ninth grade CSR. Teachers’ union groups and the California State PTA have fought these efforts. In mid-2004, legislators passed SB 311, which would have given some flexibility to the elementary CSR requirements. However, the bill was withdrawn at the request of the governor’s office. No changes in the funding rules appear to be on the horizon.

The California Department of Education reports that over 99 percent of California’s school districts participated in the Class Size Reduction program in 2002-03, representing 96 percent of the total K-3 enrollment.

2002-03	886 districts participated (99%)—7 districts did not participate			
	Kindergarten	430,403 pupils	(94%)	in 22,245 classes
	Grade 1	472,968 pupils	(97%)	in 22,311 classes
	Grade 2	477,398 pupils	(98%)	in 22,519 classes
	Grade 3	458,873 pupils	(93%)	in 22,364 classes
	Combination Classes	7,559 pupils		in 8,671 classes

The program has been receiving cost of living adjustments (COLAs) each year. In 2002-03 the state allocation was less than cost claims around the state. Despite the widespread popularity of the program, some school districts are having difficulty maintaining the program, and some are talking about dismantling it or reducing its services in their districts. The funding level for fiscal 2004-05 is \$928 for full day and \$464 for the half-day option.

Staff Development Buy-Back program—State funding, starting in 1997-98, provided to school districts that provide staff development (up to three days) for their certificated classroom teachers and classified instruction aides (up to one day). Proposed funding levels for fiscal 2004-05 are \$306.50 for teachers and \$158.92 for classroom aides.

Summer School and Intervention program—Additional funding for providing instruction to students who qualify for summer school and intervention programs that school districts can claim. Funding is allocated based on the actual number of hours served and the type of students being served. For 2004-05, the hourly rate will be \$3.53 and the following programs are proposed for funding:

- Uncapped hours, which include remedial instruction in core subjects offered to students in grades 7-12, and intervention hours for students in grades 2-9 who are at risk of retention
- Capped hours, based on the total CBEDS (California Basic Educational Data System) enrollment of the district for a certain number of classes. Types of categories include:
 - Core academic instructional, remedial, or enrichment for grades K-12
 - Grades 2-6 that are academically deficient or at risk of retention.

Supplemental Grants—A program created to equalize categorical aid among school districts. Grants may be used to supplement funding received pursuant to district revenue limits or to any of approximately 27 categorical programs. For 2003-04 Supplemental Grant add-ons were for the following categorical programs: Agricultural Vocational Education, Beginning Teacher Support and Assessment, Child Nutrition, Dropout Prevention, Economic Impact Aid, Educational Technology, Environmental Education, Gifted and Talented Education, Instructional Materials Realignment, Opportunity Classes and Programs, Partnership Academies, Peer Assistance and Review, School-Based Management, School Improvement, School/Law Enforcement Partnership, Specialized Secondary, Student Vocational Education Organizations, Tenth Grade Counseling, and Transportation (Home-to-School) programs. Funds must be used for any of these purposes.

Economic Impact Aid—A program supporting compensatory educational services for educationally disadvantaged students and bilingual education services for English language learners.

Many categorical funds that are allocated to specific schools, based on the types of students at the schools (Title I, SIP, EIA, etc.), are spent in accordance with school plans developed by school site councils and approved by local school boards. For more information on school site councils, see pages 25-30 of this study guide.

4. Federal Funding Sources

The following are federally funded categorical programs. Federal programs are supplemental and cannot be used to supplant the basic education program of the district. For example, if a district has decided to staff their schools at 1 to 30 for a certain grade level, they must fund that staffing using their unrestricted dollars. However, a school can choose to fund additional teachers using these funds and bring the class size to lower than this amount.

Title I-Part A—Funds given to improve the teaching and learning environments of students at risk of not meeting the academic standards and who reside in high poverty areas. This is the largest federally-funded

program in California. Approximately 5,080 schools in the state receive this funding. Mainly the number of free and reduced meals and CalWORKS eligibility measures eligibility for this funding.

Title II—Improving Teacher Quality—A federal program that increases student academic achievement through strategies such as improving teacher and principal quality. Funds can be used for staff development, class size reduction, and teacher recruitment. The decision regarding how the funds will be used is determined by each school district.

5. Funding Sources for Building or Renovating Facilities

The two main sources of funding for schools to build or renovate existing buildings are voter-approved state or local bonds.

State General Obligation (G.O.) Bonds—Long-term borrowing that the state uses to raise money for various purposes, such as major capital outlay projects such as roads, educational facilities, prisons, parks, water projects, and office buildings. G.O. bonds are paid off from the state’s general fund. With the passage of Proposition 55 in March 2004, California voters have approved more than \$32 billion in state bonds to build and/or modernize school buildings (facilities). School districts receive funding based on the number of pupils who meet the state’s bond language criteria (i.e. new construction, rehabilitation of old school buildings, overcrowding, joint use of facilities, etc.). The cost of school construction projects is shared between the state and local school districts. The state pays 50 percent of the cost of new construction projects and 60 percent of the cost for approved modernization projects. In certain hardship cases no local match is required.

Local General Obligation Bonds—Long-term borrowing by local school districts. Districts are authorized to sell general obligation bonds to finance school construction projects with the approval of 55 percent of the voters in the district, if certain specified conditions involving financial and performance accountability are met. These conditions were delineated in Proposition 39, an amendment to the California Constitution, which was approved by the voters in November 2000. It added the option of a lower voter-approval threshold (55 percent rather than two-thirds) for local school district general obligation bonds if certain conditions were met. Local General Obligation bonds are paid off by taxes on real property located within the district. The Legislative Analyst reported in March 2004 that, in the past ten years, voters have approved more than \$37 billion of local general obligation bonds.

Restricted Routine Maintenance—A requirement established with the passage of SB 50 in 1998 that school districts which receive state funds for building must maintain a yearly fund based upon 2 percent of their general fund for the next twenty years. The requirement level increased in subsequent years to 3 percent of the general fund. In 2003-04 the requirement was lowered for one year to 2 percent of the unrestricted general fund. In spring of 2004, the Office of Public School Construction wrote an opinion changing the requirement to 3 percent of the general fund in 2004-05. For the 2004-05 fiscal year, legislators passed SB 409, which lowers the requirement to 2 percent of general fund expenditures for one year. The funding source for this account is primarily a district’s unrestricted general fund. Some bond monies, where appropriate, can be used. A district’s match for deferred maintenance can also be counted towards this account.

Deferred Maintenance—Major repairs or replacement of buildings and equipment. School buildings have deteriorated as a result of the lack of state funding for education. The state set up a match for district funds set aside to maintain district buildings. School districts can choose whether to participate in this program.

However, in order to receive the funds, the district must develop a plan and set aside at least one-half of 1 percent of their general fund. The state is supposed to match these funds and plans to for the 2004-05 fiscal year.

Developer Fees—A charge per square foot on residential and commercial construction within a school district. These fees are charged both to developers of new property and to property owners who remodel. The basis for the fee is the premise that new construction will lead to additional students. School districts decide whether to levy the fees. They also determine the rate, up to the maximum allowed by law. The revenue generated must be used to build new schools, renovate schools, or purchase additional portable classrooms.

Mello-Roos—A tax generally assessed on new housing developments. Two-thirds of the property owners must vote to approve it. This is a special tax by parcel that is not based directly on the value of the property. Since 1983, 60 elections have been held with 50 percent of them successful.

School Facility Improvement District—A portion of a school district that is taxed through a general obligation bond based on the value of the property and approved by the voters. Several steps are required to create these districts. However, if the school district has been unsuccessful in a local general obligation bond as a whole, it can work to create a portion of the district that would support such a measure. The voter threshold has been lowered to 55 percent with additional accountability. Since 1983 thirteen elections were held with the two-thirds vote; of those two passed. Under the new rule of 55 percent, seven have been held and six have passed.

6. Charter Schools

To start a charter school, an entity must get an application containing specific requirements approved by either a school district, a county office of education, or the state board. More than 573 charter schools have been approved since 1993, most by school districts. For more on charter schools see that section starting on page 87.

The Legislative Analyst reported in January 2004 that of the 573 charter schools, 403 schools (70 percent) are currently operating, 84 schools (15 percent) have petitions pending with a charter authorizer, 20 charters (3 percent) have been revoked, and 66 charter schools (12 percent) have been closed. (In addition to these schools, the SDE has issued 31 “inoperative” numbers associated with schools that had approved charters, but either never opened or later withdrew their charter.)

Charter Schools’ Main Funding Sources

In 1999, the funding model for charter schools was standardized. The funding sources are mainly the general purpose block grant and the categorical block grant.

The general purpose block grant is based on the statewide average revenue limit amount for the grade level of the students. Funds are given on a per ADA basis. The revenue limit rate is calculated for each of the grade level ranges K-3, 4-6, 7-8, and 9-12. This money can be spent according to local needs.

The categorical block grant is given in lieu of other categorical programs. Funding is based on the number of students served that are designated as disadvantaged. Funds may be spent based on local needs. There are no restrictions.

Charter Schools: Proposed Funding Estimates for 2004-05				
	K-3	4-6	7-8	9-12
General Purpose	\$4,711	\$4,780	\$4,913	\$5,700
Categorical Block	\$232	\$239	\$174	\$221
Total	\$4,943	\$5,019	\$5,087	\$5,921

AB 1137 took effect in January 2004. It requires charter schools to report their financial information to the State. It must follow the same financial reporting dates as school districts. Specifically, charter schools must submit a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unaudited report on or before September 15 for the full prior year.

7. How Does Education Funding in California Compare to Other States?

Each year the National Education Association (NEA) compiles a report showing how different states rank on education funding and other issues.

	United States	California	Ranking
Education expenses per student (2001-02)	\$8,087	\$7,324	27
Teacher salaries (2001-02)	\$44,683	\$54,348	1
Per capita income, 2000	\$29,770	\$32,334	9
Pupils enrolled per teacher (2001-02)	15.9	20.8	49

The National Center for Education Statistics 2002 report lists the following:

Ratio of Staff to Students	United States	California	Ranking
District Administration	1 to 802	1 to 2,363	48
Guidance Counselors	1 to 485	1 to 960	51*
Librarians	1 to 870	1 to 4431	51*
School Principals	1 to 334	1 to 472	40

* Ranking includes District of Columbia