

# Hawes Community School

909 Roosevelt Avenue • Redwood City, CA 94061 • (650) 366-3122 • Grades K-5

Antonio Perez, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Redwood City School District

750 Bradford Street  
Redwood City, CA 9406  
(650) 482-2200  
www.rcsdk8.net

#### District Governing Board

Alisa MacAvoy, President  
Hilary Paulson, Vice President  
María Díaz-Slocum, Clerk  
Dennis McBride, Member  
Janet Lawson, Member

#### District Administration

Dr. John Baker  
**Superintendent**  
Dr. Linda Montes  
**Executive Director, Educational  
Services, Grades TK-5**  
Wendy Kelly  
**Executive Director, Educational  
Services, Grades 6-8**  
Wael Saleh  
**Chief Business Official**  
Leslie Crane  
**Director of Human Resources**

### School Mission Statement

Hawes School aspires to be a safe, nurturing environment that encourages responsibility, a sense of self-worth and respect for all. Students learn the skills necessary to grow academically, socially and creatively in order to be self-sufficient, contributing members of society.

Hawes students develop critical thinking, communication and information processing skills through collaboration, cooperation, problem solving and applying technology.

We believe in teaming to efficiently utilize the talents of our school community to benefit our community and to enhance our students' learning.

We believe that through reciprocal relationships between parents, community, businesses and school, Hawes students are empowered to manage real world challenges and become lifelong learners.

### School Profile

Hawes is a community School with an Early Academic Language Focus and Multicultural Approach. On any given day, you will see our students learning rich academic language through interactive and engaging approaches to ensure that they will achieve grade-level mastery of academic material and become more motivated and confident learners. Hawes students also learn in a multicultural approach and have access to art, music, dance, physical education and technology.

There is something special when you first walk onto the Hawes Community School campus: with its small campus surrounded by a beautiful park and classrooms encompassed by beautiful courtyards, Hawes provides an intimate and safe atmosphere for preschool through fifth grade students and their families. Hawes promotes a positive mindset to develop critical thinking skills that nurture a deeper understanding of the core curriculum, the fine arts and physical education. We believe in educating the whole child—if your child has special interests, skills, or needs, we will find ways to support, encourage and recognize your child. To prepare your child for success in the 21st century, technology education is embedded throughout our curriculum with a variety of tablet devices for all students. Students enjoy expressing their creativity through our Arts in Action and music programs. After school, we offer various enrichment programs including dancing, music, student council, and sports. Our REACH (Recreation, Enrichment, Academics, Community service, and Health & Wellness) Afterschool program serves first through fifth grade students, and provides a safe, engaging, and nurturing environment. Hawes Community School thrives because its staff, parents, and community collaborate to develop positive self-esteem, academic success, social responsibility and global awareness for all of our students.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (650) 366-3122 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	61
Grade 1	60
Grade 2	65
Grade 3	60
Grade 4	75
Grade 5	78
<b>Total Enrollment</b>	<b>399</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
Asian	1.3
Filipino	0.8
Hispanic or Latino	92.2
Native Hawaiian or Pacific Islander	0.8
White	2.5
Two or More Races	1.3
Socioeconomically Disadvantaged	67.4
English Learners	74.7
Students with Disabilities	11

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Hawes Community School	13-14	14-15	15-16
<b>With Full Credential</b>	20	16	
<b>Without Full Credential</b>	0	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	
Redwood City School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	15
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Hawes Community School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.5	0.6
<b>High-Poverty Schools</b>	99.5	0.5
<b>Low-Poverty Schools</b>	99.4	0.6

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, EngageNY, <http://www.engageny.org> and elementary mathematics from Public Schools of North Carolina State Board of Education, <http://maccss.ncdpi.wikispaces.net> will be utilized in grades 6 – 8 math and ELA instruction to supplement the current district adopted programs as the district transitions to Common Core State Standards. Assessment of student’s mathematical progress in grades 3 – 8 will be measured using the Mathematics Assessment Resource Service (MARS), <http://mathshell.org>.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2015-2016 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

The chart below displays data collected during the August 2015 District Textbook Audit, in regards to student editions in use at Hawes School during the current school year (2015-16).

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted 2009 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014  Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Macmillan / McGraw – Hill, California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Hawes School was originally constructed in 1957 and is currently comprised of 19 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, a playground, and a play field.

The school was completely modernized in 1998, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by August 2001 and included the renovation of three reclaimed classrooms and administrative support center, and the addition of a new library/media center and cafeteria/multipurpose room.

Measure B projects have been completed at variable times over the past three years and have included: installation of energy-efficient lighting in older buildings; replacement of old fencing; resurfacing of the lunch area; construction of a traffic turnout lane on Roosevelt Avenue; replacement of window coverings; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/25/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Vents blocked in Rooms 2,7,8,9,12,13,15,17,18 and 19. Correction to be completed by 1-13-12.
<b>Interior:</b> Interior Surfaces	X			Girl's RR Near Room 16: Several restrooms are showing paint and cracking particularly where the tile meets the wall surface above eye level.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No Issues
<b>Electrical:</b> Electrical	X			Room 14: Adjustment required in multi-media presentation system Room 22: Surge Protector needed and reconfiguration of electrical plugs for safe lamp and fan usage.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Multi-Use Building: Low Pressure in left drinking fountain.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Custodial Room: MSDS Binders stored here. Fire Pit pieces stored in top left corner creating unsafe condition. Room 15: Fan on top of cabinet should be removed - also noted in previous reports.
<b>Structural:</b> Structural Damage, Roofs	X			Room 4: Screen mount is pulling away from the wall. Needs to be secured.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No Issues
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	24	39	44
Math	19	31	33

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	13	26	31	52	55	49	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.10	15.60	5.20

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	31
Male	41
Female	21
Asian	--
Filipino	--
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	--
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	32
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	56	91.8	54	34	11	2
	4	78	74	94.9	43	27	18	12
	5	77	77	100.0	44	29	22	4
Male	3		26	42.6	42	54	4	0
	4		32	41.0	53	19	22	6
	5		40	51.9	48	30	20	3
Female	3		30	49.2	63	17	17	3
	4		42	53.8	36	33	14	17
	5		37	48.1	41	27	24	5
Black or African American	5		1	1.3	--	--	--	--
Asian	3		1	1.6	--	--	--	--
	5		2	2.6	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		0	0.0	--	--	--	--
	4		2	2.6	--	--	--	--
	5		1	1.3	--	--	--	--
Hispanic or Latino	3		51	83.6	53	37	10	0
	4		70	89.7	44	26	17	13
	5		71	92.2	44	30	21	4
Native Hawaiian or Pacific Islander	3		1	1.6	--	--	--	--
	5		1	1.3	--	--	--	--
White	3		2	3.3	--	--	--	--
	5		1	1.3	--	--	--	--
Two or More Races	3		1	1.6	--	--	--	--
	4		2	2.6	--	--	--	--
Socioeconomically Disadvantaged	3		41	67.2	59	34	7	0
	4		51	65.4	37	31	18	14
	5		61	79.2	46	28	23	3
English Learners	3		38	62.3	68	26	5	0
	4		21	26.9	95	5	0	0
	5		24	31.2	79	17	0	0
Students with Disabilities	3		6	9.8	--	--	--	--
	4		6	7.7	--	--	--	--
	5		11	14.3	100	0	0	0
Students Receiving Migrant Education Services	4		2	2.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	61	60	98.4	48	27	22	2
	4	78	75	96.2	35	36	23	5
Male	3		29	47.5	45	31	24	0
	4		33	42.3	42	27	21	6

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		31	50.8	52	23	19	3
	4		42	53.8	29	43	24	5
Asian	3		1	1.6	--	--	--	--
Filipino	3		1	1.6	--	--	--	--
	4		2	2.6	--	--	--	--
Hispanic or Latino	3		53	86.9	49	26	23	0
	4		71	91.0	35	35	23	6
Native Hawaiian or Pacific Islander	3		1	1.6	--	--	--	--
White	3		3	4.9	--	--	--	--
Two or More Races	3		1	1.6	--	--	--	--
	4		2	2.6	--	--	--	--
Socioeconomically Disadvantaged	3		43	70.5	51	26	21	0
	4		51	65.4	31	37	24	6
English Learners	3		41	67.2	59	29	10	0
	4		22	28.2	77	9	9	0
Students with Disabilities	3		6	9.8	--	--	--	--
	4		6	7.7	--	--	--	--
Students Receiving Migrant Education Services	4		2	2.6	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

#### Parent & Community Involvement

Parents play an important role at Hawes School through active participation and involvement in School Site Council (SSC), Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), Multicultural Committee, Family Engagement Team, Raising a Reader Team, and other support committees. Parents are encouraged to attend school meetings and events. We also have our Coffee with Principal meeting the first Thursday of each month. We invite and encourage parents to volunteer at school events and in classrooms as well.

There is a variety of opportunities where parents are able to participate at school in addition to volunteering in the classroom and attending family events. Parents also participate supporting PTA during movie nights, fundraising events, literacy night, community fair, Winter festival, father/daughter dance, mom/son soccer match, and International Walk to School Day.

#### Contact Information

Parents who wish to participate in Hawes School committees, school activities, or become a volunteer may contact the school at (650) 366.3122 or visit the school's website at <http://www.rcsdk8.net/hawes>.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

### School Safety Plan

Safety of students and staff is a primary concern of Hawes School. To ensure student safety, supervision is provided on campus at all times. Hawes Staff supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, and must have prior authorization for classroom visits.

The School Site Safety Plan is evaluated and revised annually by members of the School Site Council and Faculty Leadership Team. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: the Healthy Kids Survey, our PSWD (Proactive School Wide Discipline Plan).

Our proactive school-wide discipline plan is the belief that all students are entitled to learn in a safe and caring environment that not only promotes high expectations for academic growth, but also offers students a sense of confidence to freely take the academic risks that make that growth possible. Through our collaboration as a learning community, all of our students will learn the skills that will help them find their greatest potential as learners and citizens. We recognize students for following the expected behaviors with a surprise bubble gum party three times a year. Students get an extra 15 minute break and select from three different options to celebrate: dance, a sport activity or a game.

Hawes Behavior Expectations are:

We are Respectful

We are Safe

We are Patient and Kind

We are Problem Solvers

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire drills are conducted monthly, while Code Red and Code Blue (lockdown) drills are held twice annually, and earthquake/ natural disaster drills occur once a year. The following chart displays the results of the most recent school facilities inspection.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.66	4.55	3.21
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.48	4.17	3.60
Expulsions Rate	0.01	0.01	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		84.6

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	29	23	31		1		2	2	2			
1	30	31	28				2	2	2			
2	26	30	23			1	3	2	2			
3	30	26	30				3	3	2			
4	30	28	25				2	3	3			
5	31	29	26				2	2	3			
Other	10			1								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	1.7
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the District has sponsored three staff development days, where teachers and principals are offered a variety of growth opportunities. Topics for staff development during the 2014-15 school year included: Instructional Strategies for the Common Core Standards, Technology Integration and Digital Safety in the classroom, Nutrition, Fitness and Well Being, Social and Emotional Learning, Working with Students with Special Needs, and English Language Development strategies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) program and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,415	\$43,091
Mid-Range Teacher Salary	\$69,483	\$70,247
Highest Teacher Salary	\$88,384	\$89,152
Average Principal Salary (ES)	\$119,441	\$112,492
Average Principal Salary (MS)	\$119,441	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$180,390	\$192,072
Percent of District Budget		
Teacher Salaries	36%	41%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

#### FEDERAL:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title IV: Part B 21st Century Community Learning Centers
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

#### STATE:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education
- Common Core

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9181.651779	3683.783390	5497.868388	76873.00928
District	♦	♦	\$5,150	\$70,822
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			1.5	11.0
Percent Difference: School Site/ State			-5.6	11.2

\* Cells with ♦ do not require data.