



# James Logan School

1800 H Street, Union City, CA 94587  
(510) 471-2520

Abhi Brar, Principal  
abrar@nhusd.k12.ca.us

CDS Code: 01-61242-0134668

## 2016-2017 School Accountability Report Card

Published in 2017-2018 school Year

### New Haven Unified School District

34200 Alvarado-Niles Rd.  
Union City, CA 94587  
(510) 471-1100

### District Administration

#### Superintendent

Dr. Arlando Smith  
asmith@nhusd.k12.ca.us

### Board of Education

Sarabjit Cheema  
President

Sharan Kaur  
Clerk

Lance Nishihira  
Linda Canlas  
Jeff Wang  
Members

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### 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).

### District Mission Statement

The mission of the New Haven Unified School District, a partnership of students, families, staff, and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful 21st-century citizen by creating an exemplary, inclusive educational system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

### District & Community Profile (School Year 2017-18)

New Haven Unified School Districts includes Union City and part of south Hayward. We are proud of the accomplishments of our diverse student population. Our mission is to develop and empower every student to be productive, responsible and successful.

The district consists of seven elementary schools, two middle schools, two high schools, a student support center, independent study, home school program, and an adult school.

### School Attendance & Enrollment

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is monitored very closely and phone calls to parents are made on a daily basis. Letters will be sent home if absences become a problem. Students with excessive tardies, truanies or unexcused absences are referred to Student Attendance Review Board (SARB).



## Enrollment By Ethnicity Or Student Group (School Year 2016-17)

This chart illustrates the enrollment trend by ethnicity or student group.

### Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
9th	1,042	939	976
10th	969	1,037	927
11th	964	897	968
12th	937	920	879

### Enrollment by Student Group

2016-17

	Percentage
Black or African American	6.7%
American Indian or Alaska Native	0.3%
Asian	21.9%
Filipino	22.6%
Hispanic or Latino	34.9%
Native Hawaiian or Pacific Islander	3.0%
White	5.8%
Two or More Races	4.8%
EL Students	14.2%
Socioeconomically Disadvantaged	47.5%
Students with Disabilities	9.4%
Foster Youth	0.2%

## 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 Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

#### Teacher Credential Status

	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	134	139	136	470
Without Full Credentials	4	5	4	6
Teaching Outside Subject Area of Competence (with full credential)	5	5	0	2

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

#### Misassignments/Vacancies

	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Instructional Materials (School Year 2017-18)

New Haven Unified School District held a Public Hearing on October 17, 2017 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, as of November 2017.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/Language Arts	Holt	2008	Yes	0.0%
9th-12th	History/Social Science	Glencoe/McGraw Hill	2007	Yes	0.0%
9th-12th	History/Social Science	McGraw-Hill	2007	Yes	0.0%
9th-12th	History/Social Science	Pearson/Prentice Hall	2007	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	1999	Yes	0.0%
9th-12th	Mathematics	McGraw-Hill	2004	Yes	0.0%
9th-12th	Mathematics	Pearson/Prentice Hall	2009	Yes	0.0%
9th-12th	Mathematics	Pearson/Prentice Hall	2001	Yes	0.0%
9th-12th	Mathematics	Pearson/Prentice Hall	2003	Yes	0.0%
9th-12th	Science	Holt McDougal	2008	Yes	0.0%
9th-12th	Science	Holt McDougal	2007	Yes	0.0%

## School Facilities (School Year 2017-18)

James Logan High School was originally built in 1960 and is currently comprised of 150 classrooms, a gym, multipurpose room, six computer labs, a library, and a staff lounges. At time of publication 100% of all restrooms were in working condition.

### Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected in November 2017.

School Facility Conditions				
Date of Last Inspection: 02/20/2017				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	67	72	--	48	49	--	48	48
Mathematics (Grades 3-8 and 11)	--	43	40	--	37	39	--	36	37
Science (Grades 5, 8, and 10)	57	51	--	59	53	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	939	896	95.42	71.88	899	95.74	40.04
Male	484	457	94.42	69.15	457	94.42	42.01
Female	455	439	96.48	74.72	442	97.14	38.01
Black or African American	57	52	91.23	53.85	55	96.49	20
Asian	230	222	96.52	84.23	221	96.09	62.9
Filipino	207	204	98.55	77.45	204	98.55	39.22
Hispanic or Latino	312	294	94.23	61.56	295	94.55	25.08
Native Hawaiian or Pacific Islander	25	23	92.00	56.52	23	92.00	30.43
White	51	48	94.12	79.17	48	94.12	60.42
Two or More Races	54	52	96.30	73.08	52	96.30	38.46
Socioeconomically Disadvantaged	433	405	93.53	62.22	408	94.23	26.72
English Learners	170	149	87.65	41.61	149	87.65	14.09
Students with Disabilities	72	65	90.28	16.92	65	90.28	6.15

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

## UC/CSU Course Completion

Students at James Logan High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment		Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2016-17)		97.3%
Graduates Who Completed All Courses Required for UC/CSU Admission (2015-16)		62.4%

\* Duplicated Count (one student can be enrolled in several courses).

## Career Technical Education (School Year 2016-17)

James Logan High School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

Courses are identified as introductory, concentration or capstone. The following CTE courses are offered either at New Haven Unified School District or Ohlone College through the Mission Valley Regional Occupation Program (ROP).

- Auto Body Painting and Refinishing 1, 2
- Business Office Management
- Construction Technology 1, 2
- Digital Sound Design 1, 2
- Fire Technology 1, 2
- Introduction to Business
- Law Enforcement/Homeland Security
- Medical and Health Careers
- Nursing Assistant
- Robotics Systems Technology
- Automotive Technology 1, 2
- Computer Animation 1, 2
- Culinary Arts 1, 2
- Digital Video Arts Production 1, 2
- Forensic Science 1, 2
- Introduction to Engineering Design
- Marketing and Management 1, 2
- Medical Occupations
- Pathway to Engineering
- Biotechnology 1, 2
- Computer Graphic Design 1, 2
- Digital Photography
- Electronic Media Production 1, 2
- Game Design
- Sports Therapy 1, 2
- Medical Assisting
- Multimedia Workshop
- Pharmacy Clerk

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	629
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	3.5%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	8.0%

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2016-17)

In the spring of each year, the school is required by the state to administer a physical fitness test to all students in grade five, seven, and nine. 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.

Percentage of Students in Healthy Fitness Zone			
2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.6%	21.8%	28.8%

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

## 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 school site.

### Parent Involvement (School Year 2017-18)

James Logan High School realizes the positive correlation between parent involvement and student success. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of its students. The school greatly benefits from its supportive parents who volunteer in the classroom or in the administration office. Parents are encouraged to join the School Site Council (SSC) and Booster Organizations. The school also benefits from several community partnerships, including:

- New Haven Scholarship Program
- Mini-grants for Teachers to help with classroom needs

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (510) 471-2520.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout & Graduation Rates (Four-Year Cohort Rate)

The school believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. The charts illustrate the dropout and graduation rates for the most recent three year time period.

	Graduation & Dropout Rates					
	Dropout			Graduation		
	13-14	14-15	15-16	13-14	14-15	15-16
School	5.5%	3.7%	3.1%	91.4%	92.8%	92.1%
District	7.3%	6.1%	5.4%	85.2%	85.1%	85.3%
State	11.5%	10.7%	9.7%	81.0%	82.3%	83.8%

## Completion of High School Graduation Requirements

To receive a high school diploma, students must fulfill state and district graduation requirements. The minimum state course requirements for graduation include:

- Three years of English
- Two years of mathematics (including Algebra I)
- Three years of social science (including U.S. history and geography; world history, culture, and geography; one semester of American government; and one semester of economics)
- Two years of science (including biology and physical science)
- Two years of physical education
- The choice of: one year of foreign language; visual and performing arts; or career technical education. For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language

Students who successfully complete Algebra I in middle school must still complete a minimum of two years of mathematics in high school. Recognizing that these 13 courses of preparation are state minimum requirements, local school boards often set local graduation requirements that exceed the state-mandated requirements

For students who began the school year in the 12th grade, the table displays the percent of students who met all state and local graduation requirements.

	School	District	State
All Students	86.1%	80.8%	87.1%
African American/Black	81.6%	75.3%	79.2%
American Indian or Alaska Native	100%	100%	80.2%
Asian	91.6%	90.6%	94.4%
Filipino	90.5%	88.8%	93.8%
Hispanic or Latino	81.3%	74.1%	84.6%
Native Hawaiian or Pacific Islander	88.9%	78.4%	86.6%
White	73.4%	67.9%	91%
Two or More Races	91.2%	82.9%	90.6%
English Learners	46.1%	46.6%	55.4%
Socioeconomically Disadvantaged	85.7%	80.2%	85.5%
Students with Disabilities	47.5%	49%	63.9%

## State Priority: School Climate

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

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	2.94	3.22	2.75	0.22	0.33	0.20
District	3.37	3.45	3.11	0.12	0.12	0.13
State	3.79	3.65	3.65	0.09	0.09	0.09

## Safe School Plan (School Year 2017-18)

Safety of students and staff is a primary concern of James Logan High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October 2017 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on regular basis throughout the school year.

Students are supervised throughout the day by teachers, administrators, and volunteers supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in at the front office.

## 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.

## Advanced Placement Classes (School Year 2016-17)

James Logan High encourages students to continue their education past high school. James Logan High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
Fine and Performing Arts	1
Computer Science	1
English	2
Foreign Language	2
Mathematics	3
Science	5
Social Science	3
Totals	17
Percent of Students in AP Courses	27%

## Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI		2010-2011
Year in PI		Year 3
# of Title I Schools Currently In PI	-	7
% of Title I Schools Currently In PI	-	0.0%

## Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

### Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
By Subject Area												
English	31	31	29	23	28	24	29	20	48	84	83	68
Mathematics	31	30	29	14	20	18	25	42	49	75	53	47
Science	33	34	33	10	7	5	16	12	22	68	67	62
Social Science	32	32	32	16	17	11	21	21	24	80	75	82

## Counseling & Support Staff (School Year 2016-17)

It is the goal of James Logan High 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 counselor to pupil ratio is 1:431. The table lists the support service personnel available at James Logan High. Note: 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.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor	9	9.0
English Language Development (ELD) Teacher	6	6.0
Librarian	1	1.0
Literacy Coach	3	2.6
Nurse	1	As Needed
Psychologist	2	2.0
Special Day Class (SDC) Teacher	8	8.0
Technology Aide	1	1.0

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located throughout Alameda County, which contain numerous computer workstations. For information on hours and locations, please visit <http://www.aclibrary.org/>.

## Staff Development

With the receipt of the Federal Race to the Top Grant, New Haven teachers, depending on school site, were able to receive professional development in Technology Integration, Math Studio, Comprehension at the Core, Reading Apprenticeship, Restorative Justice, Academic Parent Teacher Teams, and Oral Language Development. All of these opportunities pertained to supporting teachers with the implementation of the Common Core State Standards and 21st Century Education that prioritizes Critical Thinking, Collaboration, Communication, Creativity, and Cultural Competence. For the past three years, the district did not have any staff development days.

## District Revenue Sources (Fiscal Year 2016-17)

New Haven Unified School District receives the following categorical, special education, and support programs in addition to general state funding:

- Title I
- Title II
- Title III
- English Language Development Programs (ELAP)
- Economic Impact Aid (EIA)

## District Expenditures (Fiscal Year 2015-16)

The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,565
From Supplemental/Restricted Sources	\$3,302
From Basic/Unrestricted Sources	\$6,263
District	
From Basic/Unrestricted Sources	\$6,341
Percentage of Variation between School & District	-1.2%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-4.7%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Teacher & Administrative Salaries (Fiscal Year 2015-16)

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 website.

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$48,861	\$48,522
Mid-Range Teachers	\$87,061	\$75,065
Highest Teachers	\$111,438	\$94,688
Elementary School Principals	\$127,344	\$119,876
Middle School Principals	\$136,712	\$126,749
High School Principals	\$142,967	\$135,830
Superintendent	\$250,336	\$232,390
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.0%	37.0%
Administrative Salaries	8.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2015-16)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$90,731
District	\$89,873
Percentage of Variation	1%
School & State	
All Unified School Districts	\$77,824
Percentage of Variation	16.6%