

# Delaine Eastin Elementary School



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## 2013-2014 School Accountability Report Card

Published in the 2014-15 School Year

### New Haven Unified School District

34200 Alvarado-Niles Rd.  
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(510) 471-1100

### District Administration

#### Chief Academic Officer/ Interim Superintendent

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asmith@nhush.k12.ca.us

#### Chief Business Officer/ Interim Superintendent

Akur Varadarajan  
avaradarajan@nhusd.k12.ca.us

#### Chief Personnel Officer

Derek McNamara

### Board of Education

Jonas Dino  
President

Michelle Matthews  
Clerk

Linda Canlas  
Sarabjit Cheema  
Michael Ritchie  
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.

### 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.

### School Mission Statement

To support and empower our students to achieve academic excellence, as well as develop social responsibility and cultivate a love of lifelong learning.

#### School Staff Belief:

We believe our students need opportunities to practice, reflect, internalize and apply their learning. Our students need to be confident and enjoy learning in order to problem solve and persevere in working towards independence.

### District & School Profile (School Year 2014-15)

New Haven Unified School District 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.

Delaine Eastin Elementary School have students enrolled in grades Kindergarten through fifth.

### Enrollment By Ethnicity Or Student Group (School Year 2013-14)

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

#### Enrollment by Student Group

2013-14

	Percentage
African American	4.5%
American Indian	0.3%
Asian	43.5%
Filipino	19.8%
Hispanic or Latino	16.3%
Pacific Islander	1.7%
White	7.7%
Two or More	6.2%
None Reported	-
English Learners	22.9%
Socioeconomically Disadvantaged	21.2%
Students with Disabilities	5.4%

## School Attendance & Enrollment (School Year 2013-14)

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.

### Enrollment Trend by Grade Level

	2011-12	2012-13	2013-14
K	126	121	111
1st	169	146	141
2nd	162	168	152
3rd	178	168	167
4th	139	177	153
5th	148	144	168

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).

This chart illustrate the enrollment trend by grade level for the past three school years.

## 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.

### Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.9%	1.1%
High-Poverty Schools in District	98.7%	1.3%
Low-Poverty Schools in District	99.6%	0.4%

## Teacher Assignment

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

### Teacher Credential Status

	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	38	38	34	464
Without Full Credentials	0	0	0	6
Working Outside Subject	0	0	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.

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

	12-13	13-14	14-15
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 2014-15)

New Haven Unified School District held a Public Hearing on October 21, 2014 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 2014.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	History/Social Science	Harcourt School Publishers	2006	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2009	Yes	0.0%
K-5	Mathematics	Scott Foresman	2001	Yes	0.0%
K-5	Science	MacMillan/ McGraw Hill	2008	Yes	0.0%

## School Facilities (School Year 2014-15)

Delaine Eastin Elementary School was constructed in 2001, and is comprised of 37 classrooms, an administration building, media center, two computer labs, multipurpose room, a staff lounge, staff workroom, and two playgrounds.

### 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.

At the time of publication, 100% of restrooms were in working order. 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.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Conditions				
Date of Last Inspection: 03/10/2014				
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

### California Standards Test

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

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	74	73	72	54	55	54	54	56	55
Mathematics	81	80	80	45	44	42	49	50	50
History/Social Science	*	*	*	43	40	42	48	49	49

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.



## Academic Performance Index

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

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

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

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

API School Results			
	2011	2012	2013
Statewide	9	9	9
Similar Schools	8	3	2
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-	-15	1
Asian			
Actual API Change	-	-24	11
Filipino			
Actual API Change	3	-28	10
Hispanic or Latino			
Actual API Change	-	-	-10
Socioeconomically Disadvantaged			
Actual API Change	-4	-20	-7
English Learners			
Actual API Change	-11	-19	4

## California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	79	82	71	62	60	60	60	59	60

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	60
School	71
American Indian or Alaska Native	*
Asian	74
Black or African American	*
Filipino	78
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	*
White	*
Males	62
Females	82
Socioeconomically Disadvantaged	67
English Learners	8
Students with Disabilities	*
Migrant Education	*
Two or More Races	*

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

## State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### Physical Fitness

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

Percentage of Students in Healthy Fitness Zone 2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.3%	-	-
<i>*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.</i>			

## 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.

### Parent Involvement (School Year 2014-15)

Delaine Eastin Elementary 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 has a strong base of parent volunteers who spend time in the classroom. Parents are encouraged to join the Parent/Teacher Club, School Site Council (SSC), and the English Language Advisory Committee (ELAC).

The school enjoys partnerships with the Union City Leisure services department and the Union City Recreation Department.

### Contact Information

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

## 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.

### Discipline & Climate for Learning

Students at Delaine Eastin Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Delaine Eastin Elementary School's discipline program is to encourage students in accepting social responsibility and accountability. Parents and students are informed of school rules and discipline policies through the student handbook sent home at the beginning of the school year.

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

The three-year suspension statewide rates for comparison are as follows:

2011-12: 5.7%  
2012-13: 5.1%  
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	4	2	4	1087	888	594
Suspension Rate	0.4%	0.2%	0.4%	8.4%	6.9%	4.7%
Expulsions	0	0	0	18	29	21
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%

### Safe School Plan (School Year 2014-15)

Safety of students and staff is a primary concern of Delaine Eastin Elementary 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 January 2015 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. Each classroom is equipped with disaster supplies within an emergency backpack. The site's "disaster trailer" contains medical supplies, as well as search-and-rescue equipment. Fire and disaster drills are conducted on a monthly basis. Lockdown drills are held as needed.



Students are supervised before and after school by teachers and the principal, and noon-duty aides supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the front office, and wear a badge while on campus.

## 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.

### Federal Intervention Program (School Year 2014-15)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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 (2014-15)	-	Year 3
# of Schools Currently in PI	-	6
% of Schools Identified for PI	-	85.7%

## 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		
				12	13	14	12	13	14	12	13	14
By Grade Level												
K	25	20	22	-	2	1	5	4	4	-	-	-
1	24	24	24	-	2	1	7	4	5	-	-	-
2	26	24	25	-	2	1	6	5	5	-	-	-
3	29	24	24	-	2	1	6	4	6	-	1	-
4	31	25	26	-	2	1	4	5	5	-	-	-
5	32	29	24	-	1	1	4	3	6	1	1	-

## School Leadership

Leadership at Delaine Eastin Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Starting in the 2012-13 school year, leadership duties were assumed by Principal Debi Knoth. Principal Knoth has held positions as a teacher, Teacher on Special Assignment, Assistant Principal, and Principal.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include:

- Instructional Leadership Team
- School Site Council (SSC)
- Parent Teacher Club (PTC)

## Counseling & Support Staff (School Year 2013-14)

It is the goal of Delaine Eastin Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. *The school does not have an academic counselor.* The table lists the support service personnel available at Delaine Eastin Elementary School. 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
Media Specialist	1	1.0
Para Educator	1	0.5
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.5
SDC Aide	11	11.0
Special Day Class (SDC) Teacher	3	3.0
Speech/Language/Hearing Specialist	1	0.8

The school offers three special day classes for students with severe disabilities. There is also a Resource Specialist Program (RSP) teacher that assists students either in their regular class or pull them out for small group instruction.

English Language Learners receive differentiated instruction with in their regular classrooms.

## Library & Computer Resources

The school's library, staffed by a full-time media specialist, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Twenty-two computer workstations within the library are connected to the Internet so students are able to access resources and information online.

All the classrooms are connected to the Internet and have four computers each. There are two computer labs with 32 workstations each. By the end on the 2012-13 school year, all classrooms will have document cameras. The school utilizes BrainPop, a online program that creates animated, curricular content that engages students, supports educators, and bolsters achievement.

## 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/>.

## Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include: classes sponsored by Union City's Leisure Services Department, Kids First afterschool program, choir, dance and Recorder Group. Students can also participate in Art Vistas, a program run by volunteers from the Parent Teacher Club.

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements, including Honor Roll and Student of the Month, during awards assemblies and through classroom incentives.

## 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.

## Data Sources

Data within the SARC was provided by New Haven Unified School District, retrieved from the 2013-14 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Teacher & Administrative Salaries (School Year 2012-13)

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 2012-13		
	District	State
Beginning Teachers	\$45,834	\$41,318
Mid-Range Teachers	\$77,629	\$65,615
Highest Teachers	\$99,897	\$84,981
Elementary School Principals	\$113,817	\$107,624
Middle School Principals	\$119,177	\$112,817
High School Principals	\$148,533	\$121,455
Superintendent	\$212,613	\$206,292
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.0%	40.0%
Administrative Salaries	6.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2012-13)

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	\$85,734
District	\$81,433
Percentage of Variation	5.3%
School & State	
All Unified School Districts	\$69,360
Percentage of Variation	23.6%

## District Expenditures (Fiscal Year 2012-13)

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

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,758
From Supplemental/Restricted Sources	\$1,919
From Basic/Unrestricted Sources	\$4,839
District	
From Basic/Unrestricted Sources	\$5,109
Percentage of Variation between School & District	-5.3%
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	3.2%

## District Revenue Sources (Fiscal Year 2013-14)

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
- Economic Impact Aid (EIA)
- English Language Development Programs (ELAP)

