



Tom Hawkins Elementary School

"Do what is right, not what is easy."

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Grades TK-8
CDS Code 39-68544-6117618

SARC

2016-17
School Accountability
Report Card
Published in 2017-18



Jefferson SD

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Principal's Message

Tom Hawkins Elementary School is a transitional kindergarten (TK) through eighth-grade school within the Jefferson School District. Our school is a unique learning community where teachers, parents, students, and administrators enjoy the mutual respect and care essential to growth and learning. Our school is a place where students not only feel cared for and safe, but academically challenged as well. Students develop the knowledge, skills, relationships and character necessary to be successful beyond their school years, and they leave Tom Hawkins prepared to be lifelong learners. We encourage our students to excel in all areas of their development including art, music, leadership, character and athletics. Our professional staff is committed to high academic and behavioral standards, assisting students in reaching their goals, and ongoing staff development to enrich their teaching expertise and research-based repertoire of teaching practices. We are committed to ensuring all of our students are college and career ready and armed with 21st-century skills by infusing technology and digital literacy in all of our classrooms. The Character Education program focuses around 10 pillars of character: Safety, Respect, Compassion, Sportsmanship, Cooperation, Perseverance, Trustworthiness, Creativity, Leadership and Excellence.

What makes Hawkins a unique educational experience is the focus on student-centered events. On the first day of school, students are greeted by the staff with a red-carpet welcome. There are many student events throughout the year, such as Walk/Bike to School Day, Day of the Writer, spelling bee, Fun Fridays, dances, rallies, Fund Run, Jump Rope for Heart, Halloween Parade, Hawkpalooza Music Festival, Red Ribbon Week, artist in residence, Family Science Night, Science and Math Olympiad, science fair, talent show, Read Across America, and College Week. It is our belief that school should foster the passion of students in multiple disciplines beyond academia. We greatly value writing, science, art, music, leadership and athletics. The Hawkins community greatly values field-trip experiences. All grade levels take at least one field trip per year so that our students' educational opportunities go beyond the classroom.

School Mission Statement

At Tom Hawkins Elementary School, we take collective responsibility to ensure all students learn at high levels.

School Vision Statement

Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, providing school safety and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical education and character and know that all students have individual paths to success. Tom Hawkins students are leaders inside and outside of school and leave the halls of the school prepared for high school and success in the 21st century.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



District Mission Statement

The mission of the Jefferson School District is to provide a safe, equitable, engaging and rewarding environment where students, teachers and parents partner in student programs that emphasize academics, physical fitness and the arts. The result of this effort is to challenge students to be lifelong learners who are positive and productive citizens, prepared for life beyond Jefferson School District, and also care about education.

Parental Involvement

Parents are encouraged to take active roles in the educational process by participating in various committees such as the School Site Council, Hawkins Parent Faculty Club, the English Learner Advisory Committee and GATE Committee; by attending monthly board meetings or back-to-school night, open house or classroom performances; and by volunteering in the classroom and at schoolwide activities. Our goal at Hawkins is to provide parents with many opportunities to be a vital component of the instructional process.

For more information on how to become involved, please visit our school website at www.jeffersonschool-district.com/hawkins, or contact Principal Christina Orsi at (209) 839-2380.

School Safety

Safety procedures and routines are reviewed with staff, students and parents. Key elements of the plan include providing for the safety and welfare of its students and staff, especially in a disaster situation, and to work cooperatively with other community agencies to prepare for and effectively deal with a disaster situation in our community. Our major goals are to save lives, protect property, and give aid to those in need in the event of a disaster. We hold practice drills monthly to ensure all staff, students and parents are aware of the necessary procedures to follow should a disaster or emergency arise. The Safety Committee meets to update and revise the School Safety Plan annually.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2017.



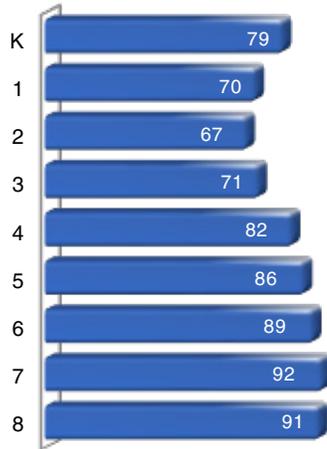
Governing Board

Dan Wells, *President*
 Brian Jackman, *Vice President*
 Pete Carlson, *Clerk*
 Phil Raya, *Member*
 Debbie Wingo, *Member*

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

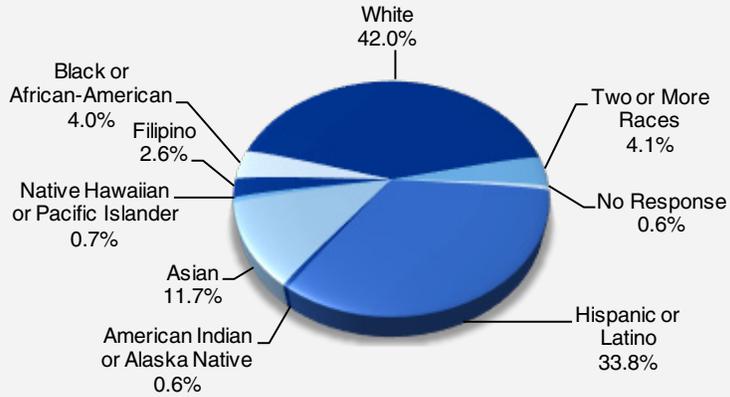
Hawkins ES			
	14-15	15-16	16-17
Suspension rates	2.7%	4.0%	5.4%
Expulsion rates	0.0%	0.0%	0.0%
Jefferson SD			
	14-15	15-16	16-17
Suspension rates	3.5%	2.7%	3.5%
Expulsion rates	0.1%	0.0%	0.0%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 727 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



Socioeconomically disadvantaged	23.90%	English learners	16.50%	Students with disabilities	7.20%	Foster youth	0.70%
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Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

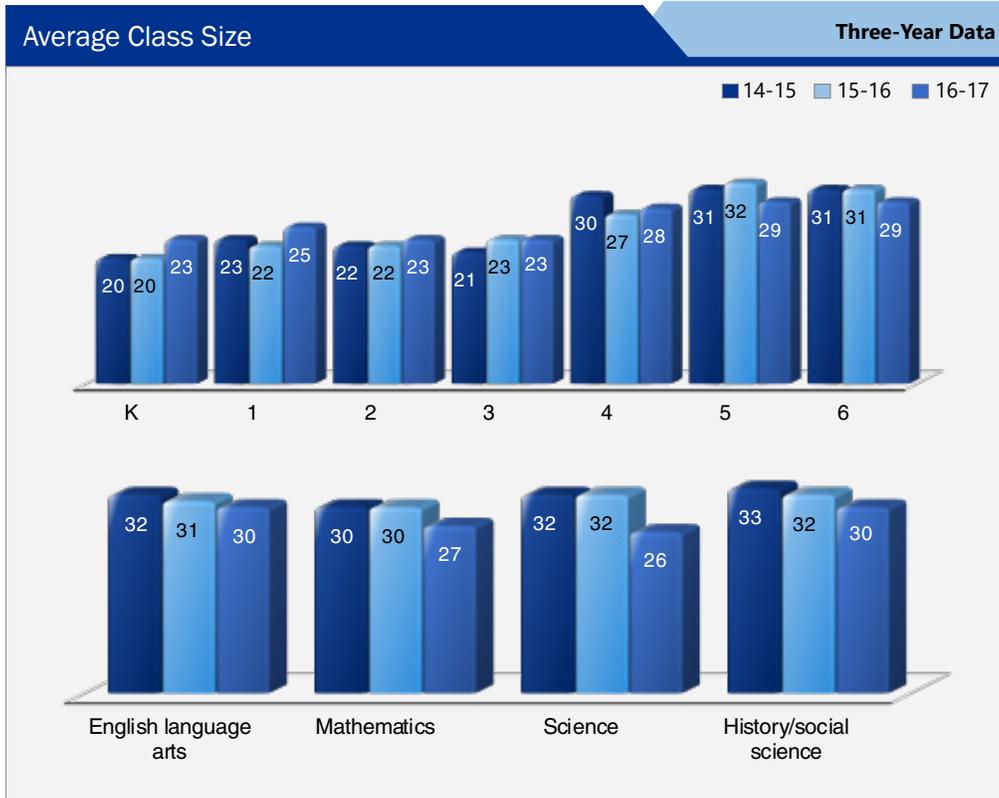
California Physical Fitness Test

2016-17 School Year

Percentage of Students Meeting Fitness Standards	Hawkins ES	
	Grade 5	Grade 7
Four of six standards	7.0%	15.3%
Five of six standards	19.8%	13.9%
Six of six standards	65.1%	65.3%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



"Our school is a unique learning community where teachers, parents, students, and administrators enjoy the mutual respect and care essential to growth and learning."

Grade	Three-Year Data								
	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2		1	2			3	
1		3			3			3	
2		3			3			3	
3	1	3			3			3	
4		3			3			3	
5		3			3			3	
6		3			2	1		3	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		4	2		5	1		3	
Mathematics	1	3	2	1	3	2	2	2	2
Science		3	3		2	4		5	
History/social science		2	4		3	3		5	

Types of Services Funded

Jefferson School District provides the following programs and supplemental services to its students:

- Gifted and Talented Education (GATE)
- Title I
- Title II, Part A
- Title III
- English Language Acquisition Program (ELAP)
- School Safety
- PEER/Peer Assistance and Review (PAR)
- Class Size Reduction
- Beginning Teacher Support and Assessment (BTSA)

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
Subject	Hawkins ES		Jefferson SD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	57%	55%	65%	64%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Hawkins ES		Jefferson SD		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	52%	57%	53%	54%	48%	48%
Mathematics	43%	44%	45%	45%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding 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 funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Hawkins ES	Jefferson SD
Program Improvement status	Not Title I	Not In PI
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of schools currently in Program Improvement		1
Percentage of schools currently in Program Improvement		100.00%

✧ Not applicable. The school and district are not in Program Improvement.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	511	509	99.61%	57.17%
Male	265	264	99.62%	46.97%
Female	246	245	99.59%	68.16%
Black or African-American	21	21	100.00%	52.38%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	54	54	100.00%	64.81%
Filipino	14	14	100.00%	71.43%
Hispanic or Latino	175	174	99.43%	45.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	217	216	99.54%	64.81%
Two or more races	21	21	100.00%	52.38%
Socioeconomically disadvantaged	127	127	100.00%	42.52%
English learners	85	85	100.00%	40.00%
Students with disabilities	44	44	100.00%	20.45%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	511	509	99.61%	44.20%
Male	265	264	99.62%	43.56%
Female	246	245	99.59%	44.90%
Black or African-American	21	21	100.00%	42.86%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	54	54	100.00%	57.41%
Filipino	14	14	100.00%	42.86%
Hispanic or Latino	175	174	99.43%	34.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	217	216	99.54%	49.07%
Two or more races	21	21	100.00%	38.10%
Socioeconomically disadvantaged	127	127	100.00%	33.07%
English learners	85	85	100.00%	32.94%
Students with disabilities	44	44	100.00%	13.64%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The steps below describe the selection process for our textbooks and instructional materials.

- These decisions are made before beginning the process:
 - Discuss critical issues with administrators and curriculum representatives
 - Determine issues unique to district needs
 - Needs assessment
 - School improvement plans
 - Superintendent direction
 - Board direction
 - Review the state's textbook-adoption committee's evaluation of textbooks—look at criteria used overall in relation to each textbook and publisher
- We then form a committee of administrators, teachers (representatives from all grade levels) and parents.
- The committee reviews, research and identifies essential K-8 curriculum and assesses needs.
- The committee establishes consensus on the most important criteria to evaluate during initial screening.
- Depending on how many textbook programs have been approved, we make arrangements to preview samples. An initial preview may be necessary to determine whether the committee needs to preview all samples. All textbooks are from the state-approved list.
- The committee conducts evaluations, pilots, reviews, and shares the conclusions with administrators and staff.
- Community members are invited to review curriculum and provide feedback.
- The committee submits its recommendation to the school board for approval and, finally, implements the new program, monitors, and modifies or supplements when necessary.
- The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List

2017-18 School Year

Subject	Textbook	Adopted
English Language Arts & ELD	<i>Wonders</i> , McGraw-Hill (K-5)	03/2017
English Language Arts & ELD	SpringBoard, College Board (6-8)	05/2017
Mathematics	<i>California Go Math!</i> , Houghton Mifflin Harcourt (K-8)	05/2014
Science	<i>California Science</i> , Scott Foresman (K-5)	06/2007
Science	<i>California Earth Science</i> , Scott Foresman (6)	06/2007
Science	<i>Focus on Life Science</i> , Glencoe (7)	06/2007
Science	<i>Focus on Physical Science</i> , Glencoe (8)	06/2007
History/social science	<i>California History-Social Science</i> , Scott Foresman (K-5)	06/2006
History/social science	<i>Ancient Civilizations</i> ; Holt, Rinehart and Winston (6)	06/2006
History/social science	<i>World History: Medieval to Early Modern Times</i> ; Holt, Rinehart and Winston (7)	06/2006

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	9/12/2017

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	7/25/2017	
Date of the most recent completion of the inspection form	7/25/2017	

School Facilities

Hawkins Elementary School began as a portable campus, and the permanent campus opened in the fall of 2002. The campus has a large athletic gym, and a library. We continue to purchase books and resources for the library to further enhance student learning and encourage a lifelong love of reading.

The campus has grown in size throughout the years. Construction of 10 additional classrooms for sixth, seventh and eighth graders was completed in August 2005. Students and staff help keep the campus clean and litter-free. Three full-time custodians take great pride in maintaining organized, clean and safe facilities. There are three playgrounds on campus: kindergarten, primary and intermediate. A new playground structure was installed in July 2017. A team of student and parent volunteers stenciled and painted games on the Primary blacktop over the summer of 2017. The staff is deeply committed to guaranteeing student safety. Each playground is well supervised during recess and lunch. Six campus aides supervise students during lunchtime. The Peaceful Playground program was implemented and has greatly improved the quantity and diversity of games being played on the playground. We continue to add playground equipment to ensure students will have multiple options for activity. Although some students are bused to and from school, this is a neighborhood school. Most students walk to school, ride their bikes or are driven by their parents.

During the 2012-13 school year, Measure J bond money allowed for the construction of a track and field for all students to use during their physical education classes and recess time. Measure J also provided funding to improve campus lighting, interior courtyard modernization, a gym divider, grades 6-8's courtyard development and three shade structures for student use. In the summer of 2017, character trait banners were installed on flagpoles to highlight the focus traits. Parent and grandparent volunteers updated the school office with a fresh coat of paint.

Jefferson School District places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. A scheduled maintenance program is administered by Jefferson School District to ensure all classrooms, restrooms and facilities are well maintained and in good repair. Jefferson School District is firmly committed to providing and maintaining a safe and healthy work environment.

In order to achieve this goal, Jefferson School District has developed an Injury and Illness Prevention Program for all employees to follow. It is designed to increase training and minimize workplace accidents, injuries and illnesses. By making safety a high priority for every employee, we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at Jefferson School District.

Hazard and safety awareness helps to provide a secure, peaceful and clean environment for the school community.

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School Facilities

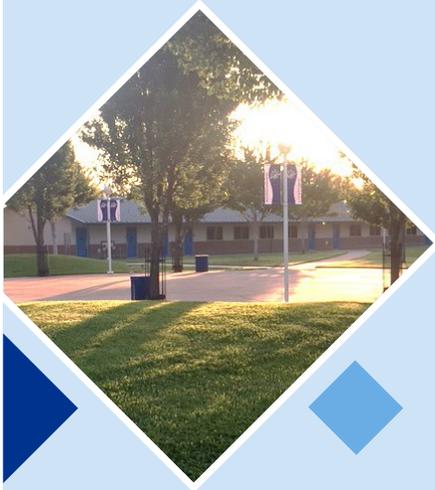
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The school safety plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

At Tom Hawkins Elementary School, every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus and must display their visitor passes at all times. Classroom volunteers must attain tuberculosis clearance.



"Our school is a place where students not only feel cared for and safe, but academically challenged as well."



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.60
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.85
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Jefferson SD	Hawkins ES		
	17-18	15-16	16-17	17-18
Teachers				
With a full credential	110	35	35	35
Without a full credential	4	1	0	0
Teaching outside subject area of competence (with full credential)	0	1	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Hawkins ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

We encourage teachers to attend outside conferences and workshops to further their education and stay current in recent educational research. Minimum days are scheduled throughout the year for teachers to participate in ongoing staff development at both the site and district levels. Teachers participate in ongoing staff development at the site as well as the county level. Professional-development methods include: after-school workshops, conferences, and individual mentoring and coaching. Teachers have participated in Common Core English language arts, math, writing, Guided Language Acquisition Design (GLAD), meeting the needs of special populations, technology training and district instructional norms. Grade-level collaboration teams also worked together to develop Common Core-aligned instructional guides, assessments and professional learning community collaboration.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Hawkins ES	3 days	2 days	3 days

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2015-16 Fiscal Year	
	Jefferson SD	Similar Sized District
Beginning teacher salary	\$39,938	\$47,034
Midrange teacher salary	\$64,090	\$73,126
Highest teacher salary	\$78,451	\$91,838
Average elementary school principal salary	\$103,311	\$116,119
Superintendent salary	\$159,227	\$178,388
Teacher salaries: percentage of budget	43%	37%
Administrative salaries: percentage of budget	6%	6%



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$6,194
Expenditures per pupil from restricted sources	\$692
Expenditures per pupil from unrestricted sources	\$5,502
Annual average teacher salary	\$68,129



"Students develop the knowledge, skills, relationships and character necessary to be successful beyond their school years, and they leave Tom Hawkins prepared to be lifelong learners."

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Hawkins ES	\$5,502	\$68,129
Jefferson SD	\$6,629	\$69,026
California	\$6,574	\$74,194
School and district: percentage difference	-17.0%	-1.3%
School and California: percentage difference	-16.3%	-8.2%

Expenditures Per Pupil

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



