



Cresson Elementary School

11650 East Cresson Street • Norwalk, CA 90650 • 562.868.6620 • Grades K-5

Linda Rigg, Principal

lrigg@llcsd.net

www.llcsd.net

2018-19 School Accountability Report Card Published During the 2019-20 School Year

School Description

Principal's Message

Cresson Elementary School is a neighborhood school nestled in a community that includes single-family homes and apartment complexes. Most of our students either walk to school or are driven by their parents each day. Cresson serves approximately 300 students from Transitional Kindergarten through fifth grade, encompassing a diverse group of learners that includes English Learners, Students with Disabilities, and Gifted and Talented Education (GATE) students. Once they complete fifth grade, our students move on to Lake Center Middle School then Santa Fe High School.

Our hard-working, dedicated staff includes eleven general education teachers, two Deaf and Hard of Hearing teachers, special education support staff, interventionists, classroom paraprofessionals, office and custodial staff, and the principal. We enjoy the support of many parent and community volunteers who dedicate countless hours to assist our staff in ensuring that our students receive the best possible educational experiences. Our team works collaboratively during Data Reflection Sessions, during staff meetings, on early release Wednesdays, and during professional development opportunities. We collect and analyze data, reflect on student progress, and plan instruction using research-based strategies that address the goals of the new California State Standards to ensure that our students are well-prepared for their futures in college and careers. Our professional development funds (LCAP 7) allow us to offer training that is specifically-designed to address reading deeply, writing across the curriculum using text evidence, having a deep understanding of mathematical concepts in order to apply math skills and strategies in a variety of situations, and using technology as a tool to learn, create, and demonstrate understanding. This collaborative, data-driven approach to instruction resulted in our making gains in both language arts and math on the California Assessment of Student Performance and Progress. In addition, Cresson was named a California Gold Ribbon School and a Title I Academic Achievement School in 2016, and received the CSBA Golden Bell Award in 2017. In addition, during the 2018-2019 school year, Cresson was recognized as a California Business for Education Excellence (CBEE) Honor Roll School.

At Cresson, we maintain high expectations for all learners to reach their potential. We believe this includes addressing the needs of the whole child, academically, socially, emotionally, and physically. Using our Student Motivation (LCAP 33) and district funds (LCAP 26 and 27) we have developed a school-wide behavior plan aimed at promoting positive character traits and an anti-bully program, which are designed to help increase student school connectedness and engagement. In addition to our school programs, we have district and community partnerships that include music, art, physical education, technology, counseling, and the THINK Together afterschool program. Our annual Parent Survey results indicate that more than 95% of our parents indicate strong support and satisfaction for the school and the education their children receive. In addition, our Healthy Kids Survey results show that more than 93% of our students feel connected to and safe in their school. Our children are our greatest resource and we invest great effort in addressing the unique needs of every individual student.

Linda Rigg, PRINCIPAL

Little Lake City Elementary School District

10515 South Pioneer Blvd.
Santa Fe Springs, CA 90670
562.868.8241
www.llcsd.net

District Governing Board

Richard Martinez
President

Gabriel Jimenez
Vice President

Hilda Zamora
Clerk

Janet Rock
Member

Dora Sandoval
Member

District Administration

William Crean, Ed.D.
Superintendent

Sonya Cuellar
**Assistant Superintendent,
Personnel Services**

Manuel Correa
**Assistant Superintendent, Business
Services**

Monica Johnson
**Assistant Superintendent,
Educational Services**

Lauren Hernandez
Director, Educational Services

Tony Valencia
**Director, Special Education and
Pupil Services**

Heidi McDonald
Director, Nutrition Services

Brent Griffen
**Director, Maintenance and
Operations**

Khrystyne Tat
Director, Fiscal Services

Ignacio Mejia
Director, Technology

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	42
Grade 2	51
Grade 3	45
Grade 4	40
Grade 5	32
Total Enrollment	271

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.4
Filipino	0.4
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0.4
White	4.1
Two or More Races	1.1
Socioeconomically Disadvantaged	69
English Learners	26.9
Students with Disabilities	13.7
Foster Youth	3
Homeless	6.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Cresson Elementary	17-18	18-19	19-20
With Full Credential	14	13	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Little Lake City	17-18	18-19	19-20
With Full Credential	♦	♦	203
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at Cresson Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin Language Arts Adopted 2003-2004 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Pearson Scott Foresman California Science Adopted 2007-2008 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Harcourt - CA Edition History Social Studies Adopted 2006-2007 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Students receive instruction in the VAPA Standards but we do not use an adopted text.</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Cresson School was built in the early 1950s and is in good condition. During the 1990s, we added eight portable classrooms and combined two portables to make up our library. Maintenance and improvements included repairing the flooring in one of the portable classrooms during 2009. In 2010–2011, the school perimeter fencing and signage was replaced. In 2012 a lunch patio with a shaded cover was constructed outside our cafeteria which allows our children to eat outside when weather permits. In 2013 tables and chairs were added to our outside eating area.

In 2013-2014 exterior lighting was installed throughout the campus. Wireless internet was also expanded throughout the entire campus.

Our two custodians clean each classroom every other day and all restrooms every day. Our custodians clear our campus of litter daily, and the district maintenance personnel remove any graffiti. The district maintains the landscaping on a weekly schedule.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are serviced and filters changed yearly.
Interior: Interior Surfaces	Poor	Interior and exterior of campus is regularly inspected and treated as needed for pest,gophers
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	New L.E.D. lights installed thru out exterior of the campus.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	All fire extinguishers are serviced yearly. All kitchen fire suppression systems are serviced every 6 mo.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play field will be fertilized and seeded over Spring Break.
Overall Rating	Good	

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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	59	59	57	56	50	50
Math	47	53	43	43	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	112	98.25	58.93
Male	56	55	98.21	50.91
Female	58	57	98.28	66.67
Filipino	--	--	--	--
Hispanic or Latino	109	107	98.17	59.81
White	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.75	56.96
English Learners	44	44	100.00	50.00
Students with Disabilities	12	12	100.00	16.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.2	18.2	15.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	114	112	98.25	52.68
Male	56	55	98.21	52.73
Female	58	57	98.28	52.63
Filipino	--	--	--	--
Hispanic or Latino	109	107	98.17	53.27
White	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.75	46.84
English Learners	44	44	100.00	43.18
Students with Disabilities	12	12	100.00	25.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Communication and parent involvement is very important at Cresson Elementary School. We know the value of a strong home-school partnership, and we desire to see this relationship grow, for the benefit of our students, families, staff, and the community. For the 2019-2020 school year, our goal is to increase our parent involvement, not only in family events, but also in leadership and training opportunities. We will continue to seek opportunities to share information and gain input from parents. In addition, we will offer information and training sessions aimed at keeping our parents up-to-date with what is happening at Cresson and the district. This school year we hosted a parent training in Growth Mindset in English and Spanish. We strive to provide translation and babysitting as needed for parent meetings and training. These efforts will continue to be supported by our Parental Involvement funds (LCAP 28).

It is our goal to keep everyone informed and involved through a variety of sources, including the school marquee, classroom newsletters, flyers, School Messenger phone calls, emails, social media, and the school's web page. The principal, Mrs. Rigg, has an open door policy and welcomes parent input, questions, or concerns.

Cresson parents are invited and encouraged to be active participants in the school community. Parent leadership opportunities include membership in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO). In addition, Cresson enjoys the support of parents and community members as volunteers in the classroom and in the school office, chaperones on field trips, and support for special programs and events, such as Back-to-School Night, the Harvest Festival, Family Science events, the Winter Program, Read Across America Day, Open House, Volunteer Appreciation, Movie Nights, the Talent Show, Lunch with a Loved One, Muffins with Moms, Donuts with Dads, Goodies with Grandparents, and our Field Day. For information about getting involved at our school, please contact your child's teacher, the principal, or the PTO at (562) 868-6620.

State Priority: School Climate

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

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

School Safety Plan

Safety is of the utmost importance at Cresson Elementary School. To ensure safety and security, students enter campus from 7:45 to 8:15 through a single gate that is monitored by an employee. At 8:15 the gate is locked and students coming after that time must enter through the front office. All visitors must sign in with the school office and receive the appropriate badge before entering the campus, and they must sign out upon leaving. The principal, teachers, and support staff monitor the grounds and supervise students before, during, and after school in order to ensure student safety.

Cresson's Comprehensive Safe School Plan is updated annually. It includes procedures for emergencies, school-wide behavior policies, our plan to address bullying, and how we protect the physical, emotional, and social well-being of all students. Our plan is shared with all personnel at a staff meeting each year. Safety drills are conducted on a regular basis, including fire, earthquake, and lock down procedures to address physical safety. We participate in The Great California Shakeout, a statewide earthquake drill, each October. We have instituted Positive Behavior Intervention and Support, a school-wide behavior policy that emphasizes respect, responsibility, collaboration, and safety. During the past five years, a team of staff members have participated in training on PBIS (funded through district LCAP 27), which helped us review and revamp our plan to ensure that it fully addresses the needs of the students and the school community and that it is implemented with the greatest degree of effectiveness. During the current school year, the team will continue to participate in the second tier of training, which will entail full implementation of the program throughout our school. All staff has been trained in the district-adopted Second Step program (funded through district LCAP 27), which addresses social-emotional learning and includes a unit about bully prevention. To address the emotional well-being of students, we have the support of a counseling intern from Turning Point and a district counselor (funded through district LCAP 26), as well as access to resources in the local community, such as Pacific Clinics. We work with the district counselor to coordinate programs and supports for student social-emotional learning.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		21	1	2		12	4	1	
1	23		2		24		2		20	1	1	
2	24		1		22		2		25		2	
3	16	1	2		25		1		26		1	
4	31		1		26		1		29		2	
5	23	1	2		23	1		2	30		1	
Other**					5	1			4	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Cresson staff engages in ongoing professional development in order to effectively meet the needs of all students. From the fall of 2014 to spring 2017, Cresson participated in training and coaching in the use of CELL/ExLL strategies to support literacy skills across the curriculum in all grade levels. As part of this process, a literacy coach provided professional training sessions, observation and individual coaching sessions. Teachers also had opportunities to observe peers in other classrooms and other schools. This site-specific professional development and in-class coaching were specifically related to reading and writing strategies to support students in reading with depth of understanding and writing across the curriculum using text evidence and support. Since the deep understanding and application of text continues to be of particular focus, Cresson has continued to engage in professional development regarding Close Reading, through district TOSA training and support and through our Student Achievement Leadership Team (SALT) collaboration. Teachers now routinely engage in grade level and vertical articulation and collaboration facilitated by our district curriculum coaches.

Staff development continues to focus on California State Standards and how to address them with high levels of rigorous learning and student engagement. In addition to participating in district professional development related to math teaching and learning through partnership with Math Solutions, we continue to work with district coaches to ensure that our teaching and learning challenge and enrich our students so that they can meet state standards and their own personal goals. During the 2019-2020 school year, the district math coaches are working with a group of teachers from each grade level to update the district's instructional pacing guide and assessments to ensure alignment with state standards, assessments, and expectations of rigor. Site Professional Development funds (LCAP 7) have allowed Cresson to address specific site training and collaboration needs in order to best meet the needs of all students. Our staff participated in professional development in the new ELD standards and assessments. All staff participated in training provided through a district and UCLA collaboration in the Next Generation Science Standards and continued math professional development by grade level. In addition, a team of teachers engaged in training to become Thinking Maps trainers in order to provide support for the schoolwide implementation of this training with all of our staff. As of this fall, all of Cresson's teachers have been trained in Thinking Maps and are using them to organize and communicate information and learning.

On Tuesdays, during Data Reflection Sessions, grade level teams continue to analyze student work and assessment data and collaboratively plan instruction, focusing on the diverse needs of all of our student subgroups, including GATE, English Learners, and Students with Disabilities. The Cresson staff is dedicated to the learning and growth that needs to occur on their part so that they are well-equipped to provide appropriate instruction to all of our students. SALT facilitated the creation and implementation of a School Instruction Plan to address specific student learning targets within and across grade levels. This team looks at data, engages in professional development, and facilitates staff collaboration and learning in order to strategically focus on identified student learning goals. Cresson's SALT continues to provide instructional leadership from the middle to support all staff in deep, meaningful conversations and planning to raise the level of rigor and student engagement across all curricular areas. As this team becomes increasingly empowered, students and staff benefit from increased achievement and habits of lifelong learning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$49,378
Mid-Range Teacher Salary	\$75,004	\$77,190
Highest Teacher Salary	\$96,596	\$96,607
Average Principal Salary (ES)	\$105,540	\$122,074
Average Principal Salary (MS)	\$109,356	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$181,373	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,717	3,002	8,714	76,913
District	N/A	N/A	8,199	\$77,084.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.1	-3.9
School Site/ State	14.6	-3.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

DataQuest

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

Internet Access

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