



Cold Spring Elementary School

2243 Sycamore Canyon Road • Santa Barbara, CA 93108 • 805.969.2678 • Grades K-6

Dr. Amy Alzina, Principal
aalzina@coldspringschool.net
www.coldspringschool.net

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



Cold Spring Elementary School District

2243 Sycamore Canyon Road
Santa Barbara
(805) 969-2678

<http://www.coldspringschool.net/>

District Governing Board

Jennifer Miller
President

Gregg Peterson
Vice President

Mike Marino
Clerk

Eric Schiller
Trustee

Leslie Kneafsey
Trustee

District Administration

Dr. Amy Alzina
Superintendent

Yuri Calderon
**Chief Business Official/Legal
Counsel**

Coral Godlis
**Executive Assistant to the
Superintendent**

Suzy Robinson
Account Technician

History of Cold Spring School

The Cold Spring Elementary School District began legally on April 5, 1889, when a small plot of ground, a portion of Lot 162 of Old Pueblo Land of Santa Barbara was set aside for a school on the south side of Sycamore Canyon Road. Cold Spring School began legally in 1889, but five years passed before a building was ready for use in 1894. The first school property was deeded to the School District Oct. 18, 1889, and the second section was deeded Dec. 4, 1889. This property was deeded to the Union Realty Company on Jan. 26, 1927, at the time of the building of the present school.

Cold Spring School is a TK-6 public elementary school District embarking on its 130th year of providing high quality education to children. We are a one-school District, and our enrollment this year is approximately 169 children. The school is proud of its comprehensive approach to elementary education that prepares children for success throughout their educational career, and helps them become active participants in our community. One fundamental key to this approach lies in our low student-to-teacher ratios (the K-6 class size average is 18), which gives personal attention to each student by a dedicated and talented faculty, coupled with strong support from parents and community members alike. The caliber of education provided by our staff of highly skilled and enthusiastic teachers gives our students strength, understanding, and compassion — values that will benefit our country and future generations.

Another key factor is our strong academic program that provides students with a strong base in fundamental skills and concepts while promoting critical thinking skills, problem solving, and creativity. Cold Spring School students consistently demonstrate high levels of academic achievement on the California Standards Tests and as they move through the junior high and high school programs.

It's the school's impressive support of the visual and performing arts programs as well as specialists' programs in physical education and STEAM whose aim is to create deeper connections to the core classroom through project based learning that completes its whole child approach to teaching and learning. The Specialist programs are designed to be complementary with and integrated into other aspects of learning with the goal that each child gains a sense of confidence and enthusiasm that comes from being creative.

Parents play an integral role at Cold Spring School. Parents volunteer to assist in the classrooms, organize class activities, and support the teachers. At the school level, parents have numerous ways to be involved and support learning. The Parent Club actively supports the school community by sponsoring social events, welcoming new families, and raising funds to provide playground equipment and classroom learning materials. In addition, the Parent Club coordinates after-school enrichment programs, and many other programs that benefit our students. The School Site Council (SSC) — comprised of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The SSC also serves as the District's Local Control and Accountability (LCAP) Advisory Board. The Safe Routes to School Committee promotes a safer neighborhood for the students and their families to walk and ride bikes to school, and schedules numerous safety programs (bike rodeo, assemblies) for the students. The Cold Spring School Foundation, a 501.c.3 nonprofit organization, donates approximately \$150,000 per year in support of specialists' programs in art, library, music, physical education, and technology.

There was extensive outreach in regards to the Local Control Accountability Plan via Parent Club, the Cold Spring School Foundation, monthly Principal Coffee's, the LCAP Advisory Board, ParentSquare posts, Board meetings, faculty forums, private input meetings with the superintendent and every teacher, and more. It is important to note that the Cold Spring School community suffered dual disasters of the Thomas Fire and the January 9, 2018, Debris Flow. The school community lost a grade six and kindergarten student as well as dozens of our students lost their homes and possessions, and the school had to be evacuated on four separate occasions. Because of the disasters, much of our parent and faculty engagement continues to be spent on student safety and trauma/recovery. We are extremely proud of our parent and community collaboration as we strive to support and ensure every child is college and career ready!

THE MISSION OF COLD SPRING SCHOOL is to provide a quality educational program in a secure, family atmosphere, which fosters a balance of academic achievement, healthy personal development, social and environmental responsibility, and enthusiasm for lifelong learning. Teachers, staff, parents, and the community will work together to create an environment in which cooperative problem solving, creativity, and innovative thinking are encouraged and the unique potential and of each individual student and employee is valued and nurtured.

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	23
Grade 1	18
Grade 2	30
Grade 3	27
Grade 4	22
Grade 5	25
Grade 6	24
Total Enrollment	169

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	2.4
Hispanic or Latino	9.5
White	78.1
Two or More Races	4.7
Socioeconomically Disadvantaged	6.5
English Learners	2.4
Students with Disabilities	8.3

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 Cold Spring Elementary	17-18	18-19	19-20
With Full Credential	15	15	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Cold Spring Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	17
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Cold Spring 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 other instructional materials are a major component of the school's instructional program. The Cold Spring Elementary School District carefully selects the textbooks and materials through a comprehensive process that includes staff training, extensive review by all classroom teachers, an opportunity for parent review through the LCAP Advisory, and adoption by the Governance Board. All textbooks and instructional materials used at the Cold Spring Elementary School District are aligned with the California Content Standards and Frameworks. The Cold Spring Elementary School District follows the State instructional materials adoption cycle, which reviews instructional materials in each curricular area within a seven-year cycle. Each pupil has access to their own copy of the Standards aligned textbooks (approved by State Board of Education) and instructional materials for use in the classroom and to take home. Some supplemental materials used in language arts are not State adopted but still support the State Standards. These materials include a handwriting program (K-6) and Word Work program (K-6). Supplemental materials to address Common Core Standards are also being purchased as needs are assessed (Bridges, CPM and Illuminate for math; Lucy Calkins Reading and Writing Units of Study for ELA and Amplify Science).

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted in 2009-10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Harcourt and Pearson Adopted in 2009-10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman Adopted in 2007-08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton-Mifflin Adopted in 2006-07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cold Spring School provides a safe, clean, and attractive environment for the students, staff, and visitors. The original building, which includes two classrooms and the auditorium, was completed in 1927. Five additional classrooms were built in the 1950s. A beautiful new library with an outdoor courtyard and fountain was completed in 1994. In 2000, six new classrooms were added, the auditorium received extensive remodeling, and the grounds and parking lots were redone. Three portable classrooms are used for the after-school day care, the art room, and an additional classroom. The Governing Board approved a revised campus Master Plan in Spring 2006 and is currently in the process of updating the Plan.

The District's Maintenance/Operations Supervisor and two part-time custodians provide custodial coverage from early in the morning until late at night on all weekdays. This unit ensures the classrooms, restrooms, and campus grounds are clean and safe. A routine maintenance program is administered to keep facilities maintained and kept in repair. Student safety and campus security is maintained by the school staff that monitors the playground before and after school, and at all recesses. All visitors must sign-in at the office, and students check-in and check-out through the office.

In 2011, the District utilized remaining Measure C funds to replace the existing play structure, including a new soft surface and replaced landscaping in the front of the school. The asphalt was also slurried and re-stripped. In the winter of 2011-12, the administrative office and kitchen received new carpet, and the art room added a sink and new flooring. In summer 2012, the remaining two portables were re-carpeted. Over the Summer 2019, the art classroom was moved to the permanent building and the art portable was removed. The District also improved security by adding blinds and replacing all classroom door hardware and locks with new centrally controlled locking system. Proposition 39 Clean Energy Grant Funds were used to replace all skylights, tinted the glass surfaces on the roof, replaced indoor lighting with energy efficient LED lighting, improved insulation and new HVAC heat pumps.

The District has also replaced all upper grade classroom furniture with modern flexible furniture, replaced the flooring in two classrooms, and replaced all classroom projectors with modern laser projectors. The District is planning to replace all lower grade classroom furniture by the end of the fiscal year.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Some gopher issues. Ongoing issue, resolved as needed.
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	92	92	92	92	50	50
Math	90	91	90	91	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.

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	4.3	30.4	56.5

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.

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	97	95	97.94	91.58
Male	42	41	97.62	95.00
Female	57	56	98.25	89.09
Asian	--	--	--	--
Hispanic or Latino	12	12	100.00	100.00
White	79	77	97.47	89.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.00	66.67

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.

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	99	97	97.98	90.53
Male	42	41	97.62	97.50
Female	57	56	98.25	85.45
Asian	--	--	--	--
Hispanic or Latino	12	12	100.00	100.00
White	79	77	97.47	88.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	12	12	100.00	75.00

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)

The Cold Spring Elementary School District treats each school family member with the same level of priority and importance. Underrepresented families are treated like every other family in the District. This is one of Cold Spring School's strengths. Teachers and staff members all have strong ties to the families of the children in their classrooms. This is in part due to the fact that the class size ratio is kept below 18:1 and includes an instructional aide in each classroom. Teachers focus on individualizing the learning experience for each child using the Renaissance Learning Suite of assessment instruments. At the beginning of each year, teachers request that parents complete a thorough profile of their child to help better understand the unique characteristics, strengths and stretches of each child.

Parents play an integral role in every aspect of the school. Parents volunteer to assist in the classrooms, organize class activities, and support the teachers. The Parent Club actively supports the school community by sponsoring social events, welcoming new families, and raising funds to provide classroom learning materials. The Safe Routes to School Committee promotes a safer neighborhood for the students and their families to walk and ride bikes to school, and schedules numerous safety programs (bike rodeo, assemblies) for the students. The Green Committee support the school composting program and book exchange. The Wellness Committee supports healthy food choices during school events, the 100-mile running club program and the recess before lunch program.

In addition, the Superintendent/Principal holds monthly parent meetings to solicit input in school-wide decision making. The Superintendent/Principal meets with the Cold Spring School District Governing Board at regular monthly public meeting sessions. During these meetings, the Superintendent/Principal works with the Governing Board to meet the LCAP goals and priorities. The Superintendent/Principal solicits input from the community in the following manner: The Cold Spring School Foundation regarding how to enhance the Library, STEAM, Art, Music, Technology and PE programs. In response, the school received additional funds to support these core "Specialist" programs. The Superintendent/Principal is active in the Santa Barbara community. She presents monthly to the community through the Montecito Association regarding school data, programs and events.

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

The SSC reviews and updates the Comprehensive School Safety Plan on an annual basis. The School Safety Plan provides policies, rules, and procedures for all aspects of maintaining a safe school for students and adults. The plan includes disaster and emergency procedures for earthquakes, fire, bomb threats, intruders, wildfires, floods, and toxic spills. Monthly fire drills, earthquake drills and lockdown drills are held. An annual earthquake simulation drill is held in conjunction with other local schools and public agencies. School staff members are trained in CPR and first aid. The School Safety Plan also includes information on the school's discipline policies, school rules, dress code, harassment policy, and suspension and expulsion policies. The Comprehensive School Safety Plan is available in the school office. The School Safety Plan was last reviewed, updated, and discussed with the school faculty, SSC/LCAP Advisory Committee and the Governance Board in December 2019.

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	0.0	0.0	0.0
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.

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	16	2			19	1			25		1	
1	14	2			15	2			18	1		
2	19	1			14	2			15	2		
3	12	2			20	1			14	2		
4	26		1		25		1		22		1	
5	20	1			26		1		25		1	
6	25		1		25		1		24		1	
Other**												

*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	6	6	6

The Cold Spring Elementary School District continues to be one of the highest performing school districts in the State of California in both ELA and Math. The District has implemented Renaissance Learning Star Reading and Star Math. The high summative test results are attributed to the focused instruction provided by our teachers and the use of formative assessment data to monitor and adjust instruction on a daily basis. The formative assessment data is used to motivate student learning. The Superintendent/Principal regularly monitors student progress to ensure that all students achieve their quarterly benchmark goals. The school community is committed to a systematic approach to teaching and learning. The District developed and implemented a comprehensive Professional Learning Plan. The Plan was focused on supporting teachers with the academic standards adopted by the State Board of Education. The following highlights the progress in each subject matter:

Science: The District is in its third year implementing Amplify Science to support the NGSS. Research based instructional strategies have been implemented for effective science instruction and student learning.

Mathematics: The District is focused on integrating mathematics into all core subject areas. All TK-6th grade classroom teachers work closely with the Music teacher, Visual Arts teacher and the STEAM teacher to create project-based learning experiences aligned to math skills taught in the regular classroom.

English Language Arts: The District remains committed to an effective reading and writing program. A partnership with Literacy Partners provides the support for training teachers in the Lucy Calkins Writing Workshop model, a Columbia University Project.

Social Studies: The District addresses the CA History-Social Science Content Standards through nonfiction text, literature, and community connections. These opportunities are provided through guest speakers and field trip excursions.

Physical Education and Health: A robust Physical Education and Health program prepares children to be physically and mentally active. The sixth-grade teacher partners with UC Santa Barbara's Gevirtz Graduate School of Education, to increase student's understanding of mental health disorders, reduce the associated stigma, and share wellness practices. A community partnership with the Fighting Back organization provides student and parent awareness of the harmful effects of vaping.

Visual Arts: The goal of the Visual Arts program is that every child achieves a sense of confidence and enthusiasm that comes from being creative. Like the other Media Arts Programs, the Visual Arts program is fully integrated into the core curriculum in the regular classroom.

Performing Music: The music curriculum is designed to teach music literacy and music appreciation through vocal and instrumental training. The program utilizes Dalcroze movement strategies, Orff technique, and Kodaly solfege reading and singing.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,871	\$45,252
Mid-Range Teacher Salary	\$82,175	\$65,210
Highest Teacher Salary	\$105,474	\$84,472
Average Principal Salary (ES)	\$0	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$170,000	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	31%
Administrative Salaries	8%	7%

* 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	\$23,655	\$1,180	\$22,475	\$91,103
District	N/A	N/A	\$22,475	\$91,103.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	103.7	36.1

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

For students who are identified as at-risk in reading, a Reading Specialist provides one-on-one support. Title I and Title IV funding, Supplemental grant funding and general funds are utilized to provide these services. The District also provides support services as appropriate to students with IEPs and 504s.

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.