Cold Spring School

Principal's Message

Cold Spring is a K-6 public elementary school embarking on its 123rd year of providing high quality education to young people. Our enrollment this year is approximately 185 children. The school provides a comprehensive approach to elementary education that prepares our young people for success throughout their educational career, and helps them become active participants in our community. The key to this approach lies in our low student-to-teacher ratios (the K-6 class size average is 15), 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.

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

Equally impressive is the school's support of the visual and performing arts programs as well as specialists' programs in physical education and technology. Cold Spring School students experience a broad array of learning activities in all of these areas. The school has a 1:1 laptop computer program in grades 2-6 and began implementing an iPad Pilot Program in grades K-1 in 2012-13. We will continue to refine curriculum, instruction, and technology in the 2013-14 school year as we transition into full implementation of the California Common Core Standards.

In spring 2010, Cold Spring School was recognized by the California Department of Education as a California Distinguished School; in 2012, Cold Spring School achieved the highest Academic Performance Index (API) in Santa Barbara County.

Cold Spring Mission Statement

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 a school environment in which cooperative problem solving, creativity, and innovative thinking are encouraged, and the unique potential of each individual student and employee is valued and nurtured.

History of Cold Spring School

The Cold Spring 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.

Parental Involvement

Parents play an integral role in every aspect of the school program. 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, a noontime art center, 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 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.

For more information on how to become involved at the school, contact Parent Club President Jennifer Hall at (805) 969-2678.
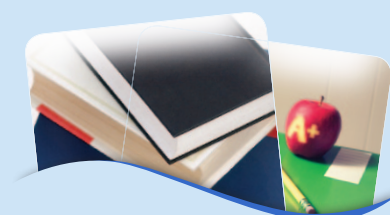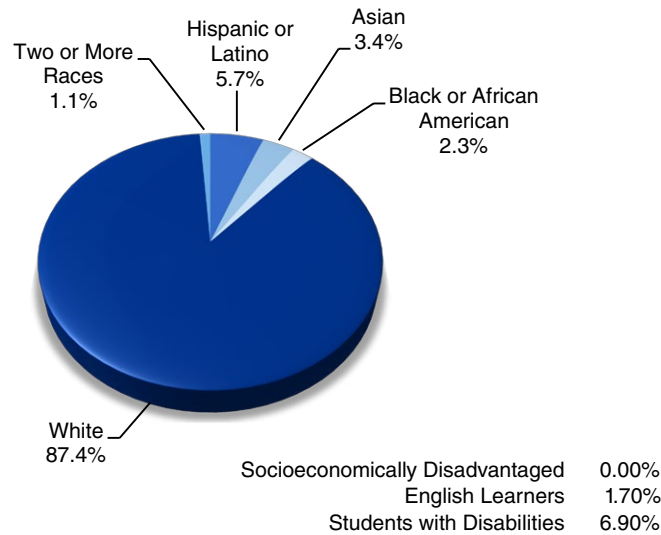
School Accountability Report Card

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.

Enrollment by Student Group

The total enrollment at the school was 175 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2012-13 School Year

Two or More Races 1.1%
Hispanic or Latino 5.7%
Asian 3.4%
Black or African American 2.3%
White 87.4%

Socioeconomically Disadvantaged	0.00%
English Learners	1.70%
Students with Disabilities	6.90%

Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.

2012-13 Enrollment by Grade

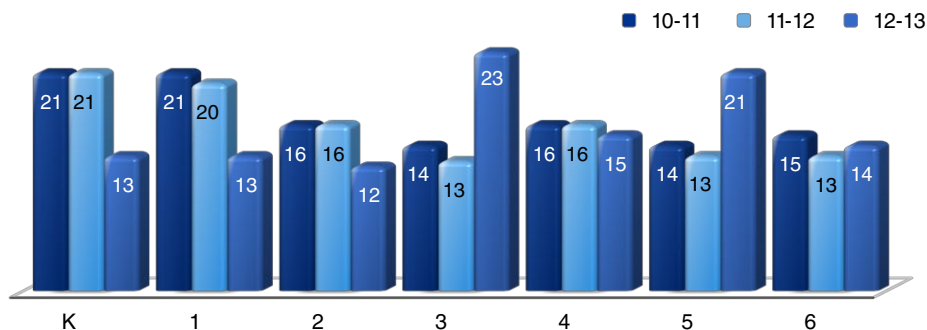| Grade	Enrollment
K	25
1	26
2	24
3	23
4	29
5	21
6	27

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.
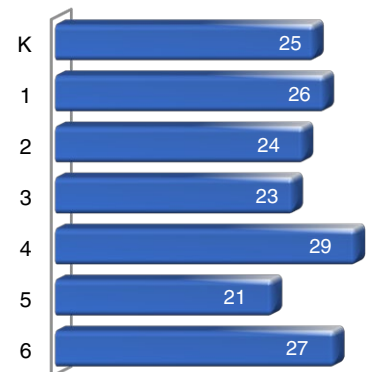
Average Class Size — Three-Year Data Comparison

Legend: 10-11, 11-12, 12-13

Grade	10-11	11-12	12-13
K	21	21	13
1	21	20	13
2	16	16	12
3	14	13	23
4	16	16	15
5	14	13	21
6	15	13	14

Number of Classrooms by Size — Three-Year Data Comparison

Grade	10-11 1-20	10-11 21-32	10-11 33+	11-12 1-20	11-12 21-32	11-12 33+	12-13 1-20	12-13 21-32	12-13 33+
K		1		1			2		
1		1		1			2		
2	1			1			2		
3	2			2				1	
4	1			1			2		
5	2			2				1	
6	2			2			2		

Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates

Cold Spring School

	10-11	11-12	12-13
Suspension Rates	0%	0%	0%
Expulsion Rates	0%	0%	0%

Cold Spring SD

	10-11	11-12	12-13
Suspension Rates	0%	0%	0%
Expulsion Rates	0%	0%	0%

STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Cold Spring School			Cold Spring SD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	89%	93%	88%	89%	93%	88%	54%	56%	55%
Mathematics	88%	94%	93%	88%	94%	93%	49%	50%	50%
Science	100%	96%	100%	100%	96%	100%	57%	60%	59%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Students Scoring at Proficient or Advanced Levels			Spring 2013 Results
Group	English-Language Arts	Mathematics	Science
All Students in the District	88%	93%	100%
All Students at the School	88%	93%	100%
Male	92%	95%	100%
Female	85%	90%	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	89%	92%	100%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖

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

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.
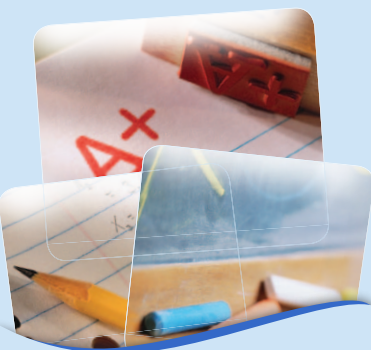
API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	**2011**	**2012**
Statewide API Rank	10	10	10
Similar Schools API Rank	10	10	9

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group	2013 Growth API and Three-Year Data Comparison								
	2013 Growth API						Cold Spring School – Actual API Change		
Group	Cold Spring School		Cold Spring SD		California				
	Number of Students	**Growth API**	**Number of Students**	**Growth API**	**Number of Students**	**Growth API**	**10-11**	**11-12**	**12-13**
All Students	120	946	126	932	4,655,989	790	-10	16	-22
Black or African American	1	❖	1	❖	296,463	708	■	■	■
American Indian or Alaska Native	0	❖	0	❖	30,394	743	■	■	■
Asian	5	❖	5	❖	406,527	906	■	■	■
Filipino	0	❖	0	❖	121,054	867	■	■	■
Hispanic or Latino	7	❖	8	❖	2,438,951	744	■	■	■
Native Hawaiian or Pacific Islander	0	❖	0	❖	25,351	774	■	■	■
White	105	945	110	928	1,200,127	853	-18	16	-20
Two or More Races	2	❖	2	❖	125,025	824	■	■	■
Socioeconomically Disadvantaged	0	❖	0	❖	2,774,640	743	■	■	■
English Learners	1	❖	1	❖	1,482,316	721	■	■	■
Students with Disabilities	11	906	17	812	527,476	615	■	■	■

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

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Cold Spring School	Cold Spring SD
Met Overall AYP	Yes	Yes
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	✖	✖

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. This table displays the 2013-14 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	2013-14 School Year	
	Cold Spring School	Cold Spring SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.00%

✖   Not applicable. The graduation rate for AYP criteria applies to high schools.
✧   Not applicable.

Types of Services Funded

Cold Spring School receives both State and Federal categorical funds. These funds are used to support supplemental services for our students in reading and math, and to provide staff development for the teaching staff. A 70 percent reading specialist funded by Title I, Economic Impact Aid (EIA), and School Improvement Program (SIP) works with students in grades K-4. Title II funds support staff development in core curriculum (reading, writing, and math) and integrating technology with content standards. Gifted & Talented Education (GATE) funds are used to support teacher training in differentiated learning and addressing the needs of gifted and high achieving students. Class Size Reduction (CSR) funds support additional teachers, which enables the District to maintain small class sizes.

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.

Percentage of Students Meeting Fitness Standards	
2012-13 School Year	
Grade 5	
Four of Six Standards	13.60%
Five of Six Standards	18.20%
Six of Six Standards	54.50%

Textbooks and Instructional Materials

Textbooks and other instructional materials are a major component of the school's instructional program. Cold Spring School 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 School Site Council, and adoption by the Board of Trustees. All textbooks and instructional materials used at Cold Spring School are aligned with the California Content Standards and Frameworks. Cold Spring School 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 spelling series (4-6). Supplemental materials to address Common Core Standards are also being purchased as needs are assessed.

Textbooks and Instructional Materials List		2013-14 School Year
Subject	**Textbook**	**Adopted**
English-Language Arts	Houghton-Mifflin	2009-10
Mathematics	Harcourt and Pearson	2009-10
Science	Scott Foresman	2007-08
History-Social Science	Houghton-Mifflin	2006-07

Professional Development

The major areas of focus for staff development at Cold Spring School the past several years have been differentiated instruction, technology, and writing. In 2007-08, the staff began a yearly review process of one core program that aligned with the State's textbook adoption cycle. That year, the staff reviewed and developed improvement goals for mathematics. In 2008-09, the staff reviewed and developed improvement goals for the reading/language arts program. In 2009-10, the area of writing was reviewed and improvement strategies implemented. In 2010-11, health education was reviewed and new programs put in place to strengthen the program. In 2011-12 teaching staff focused on physical fitness and student wellness, and implemented Visible Thinking Routines in the classroom. These Thinking Routines emphasize the importance of the students' own ideas and questions and draw all students into collaborative discussions. Another major area of focus has been transitioning into implementation of the California Common Core Standards. There was an increased focus on the Common Core Standards in the 2012-13 school year, with staff receiving training in Common Core math standards and practices as well as ELA.

Weekly early dismissal days on Wednesdays provide the staff with additional ongoing time for collaboration and professional development. The District supports staff attendance at conferences and workshops that provide training related to the District's curriculum goals.

For the previous three school years, we had three days each year dedicated to staff and professional development.

School Safety

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 and duck-and-cover 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 in October 2013.

✧ Not applicable.

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	
2013-14 School Year	
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

Quality of Textbooks

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

Quality of Textbooks	
2013-14 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
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2013-14 School Year	
Data Collection Date	09/2013

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

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.

School Facility Good Repair Status			2013-14 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/Fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/07/2013
Date of the Most Recent Completion of the Inspection Form			10/07/2013

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs	2013-14 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Structural	Slight roof leak during heavy rain in one temporary building. No scheduled repair at this time.
External	Some gopher issues. Ongoing issue, resolved as needed.

School Facilities

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 a work room. The Board of Trustees approved a revised campus Master Plan in spring 2006.

The District's maintenance director and three 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.

Continued on sidebar

School Facilities

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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 the summers of 2008 and 2009, the school's playfields were renovated with funds donated by the Cold Spring School Foundation. In 2008, the roof and sky-lights on the primary classroom building were repaired and renovated through a parent donation.

The voters of the District approved a $2.44 million bond measure, Measure C, in November 2008 that supported a modernization project of the older classrooms and restrooms. The project was completed in winter 2011.

Plans were made for additional renovation projects using the remaining Measure C funds. These plans included the replacement of the existing play structure, which had deteriorated wood components. This structure was replaced in summer 2011 and includes a new soft surface.

Also upgraded was landscaping in the front of the school and the asphalt was slurried and re-striped. 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.

The State of California no longer supports the matching funds deferred maintenance program. The Cold Spring School District contracted with a local consultant to develop a long-term deferred maintenance needs assessment. Upon the completion of that study, the Board of Trustees determined that $50,000.00 per year was needed to adequately fund these needs.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 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.

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 Comparison		
	Cold Spring SD	Cold Spring School		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	15	15	14	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	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 total teacher misassignments includes the number of teacher misassignments of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	Cold Spring School		
Teachers	11-12	12-13	13-14
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended ESEA to require that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2012-13 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Cold Spring School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100%	0%

✧   Not applicable.

"Parents play an integral role in every aspect of the school program."

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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.75
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other	FTE
Reading Specialist	0.70
PE Specialist	0.65

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 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 Web site 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	2011-12 Fiscal Year	
	Cold Spring SD	Similar Sized District
Beginning Teacher Salary	$44,852	$38,719
Mid-Range Teacher Salary	$72,452	$55,636
Highest Teacher Salary	$92,993	$70,796
Average Superintendent/Principal Salary	$125,000	$104,271
Teacher Salaries — Percent of Budget	31.94%	35.47%
Administrative Salaries — Percent of Budget	3.70%	6.54%

Financial Data Comparison

This table 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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cold Spring School	$16,550	$68,500
Cold Spring SD	$16,550	$68,500
California	$5,537	$57,720
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+198.9%	+18.7%

◆ The percent difference does not apply to single-site districts.

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	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	$17,450
Expenditures Per Pupil From Restricted Sources	$900
Expenditures Per Pupil From Unrestricted Sources	$16,550
Annual Average Teacher Salary	$68,500

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.