

Cold Spring Elementary School

Cold Spring Elementary School District

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-6

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Dr. Bryan McCabe

Superintendent/Principal

Principal's Message

Cold Spring is a K-6 public elementary school embarking on its 121st year of providing high quality education to young people. Our enrollment this year is approximately 172 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 (STAR Test), 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. Most recently, the school has added a 1-to-1 laptop computer program in grades 3-6.

In the Spring 2010, Cold Spring School was recognized by the California Department of Education as a California Distinguished School.

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 on October 18, 1889 and the second section was deeded on December 4, 1889. This property was deeded to the Union Realty Company on January 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 noon time 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 \$180,000 per year in support of specialists' programs in art, library, music, physical education, and technology.

For more information on how to become involved, contact Dr. Bryan McCabe, Superintendent/Principal, at (805) 969-2678.

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



District 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.

The environment of Cold Spring School encourages creativity, innovative thinking, and cooperative problem solving for students, parents, faculty, and staff.

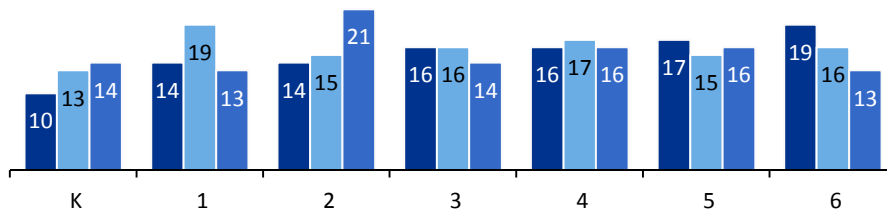
The unique potential and self-esteem of each individual is valued and nurtured.



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.

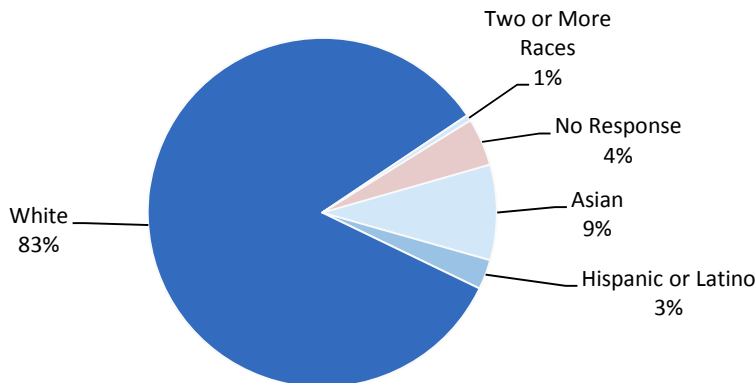


Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2			2			1		
1	2			2			2		
2	2			2				1	
3	2			2			2		
4	2			2			2		
5	2			2			2		
6	1			2			2		

Enrollment and Demographics

The total enrollment at the school was 181 students for the 2009-10 school year.



Suspensions and Expulsions

Suspension and Expulsion Rates

	Cold Spring ES			Cold Spring ESD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.027	0.000	0.005	0.027	0.000	0.005
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

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 March 2010.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

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, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **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 condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Fair
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/10/2010
Date of the Most Recent Completion of the Inspection Form			10/10/2010

Deficiencies and Repairs

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

Deficiencies and Repairs	
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action
Systems	All heating and air conditioning systems will be updated in Summer 2011.
Interior	Seven of the oldest classrooms were completely renovated with new lighting, floors, ceilings, cabinets, and doors in Summer 2010.
Electrical	New energy efficient lighting systems were installed in the seven older classrooms and motion sensor systems were installed throughout the school in Summer 2010. The lighting systems for the remaining school buildings will be updated in Summer 2011.
Restrooms/ Fountains	The girls' main restroom, the primary boys' restroom, and two staff restrooms were completely renovated in Summer 2010.
Safety	All asbestos material was removed from the school in Summer 2010.
External	The play structure on the playground will be replaced in Summer 2011.



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 fifth grade classroom. The Board of Trustees approved a revised campus Master Plan in the spring of 2006.

The District's maintenance director and three part-time custodians provide custodial coverage from early in the morning until 10:00 P.M. on all weekdays. This unit ensures that the classrooms, restrooms, and campus grounds are clean and safe. A routine maintenance program is administered to ensure that the facilities are 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 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 skylights 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 the Winter of 2011.

Plans are being made for additional renovation projects using the remaining Measure C funds. These plans include the replacement of the existing play structure, which has deteriorated wood components.

Continued one page 4

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 are used in language arts that are not State adopted, but support the State Standards. These materials include a handwriting program (K-6) and spelling series (4-6).

Textbooks and Instructional Materials List

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

Note: This data was most recently collected and verified in September 2010.

“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.”

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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test 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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test

	Cold Spring ES
Percentage of Students Meeting Fitness Standards	Grade 5
Four of Six Standards	9.7%
Five of Six Standards	25.8%
Six of Six Standards	64.5%

School Facilities

Continued from page 3

The State of California no longer supports the matching funds deferred maintenance program. The Cold Spring School District has contracted with a local consultant to develop a long-term deferred maintenance needs assessment. Upon the completion of that study, the Board of Trustees will determine an amount per year to adequately fund these needs.



Availability of Textbooks and Instructional Materials

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

Cold Spring ES

Subject	Percent Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧
✧ Not applicable.	



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Cold Spring ES			Cold Spring ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	86%	92%	93%	86%	92%	93%	46%	50%	52%
Mathematics	88%	88%	92%	88%	88%	92%	43%	46%	48%
Science	91%	93%	97%	91%	93%	97%	46%	50%	54%

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

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	93%	92%	97%
All Students at the School	93%	92%	97%
Male	89%	90%	93%
Female	97%	94%	100%
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	85%	85%	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	95%	94%	96%
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖
English Learners	❖	❖	❖
Students with Disabilities	81%	75%	❖
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 (STAR) Program consists of several key tests, including 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 program (IEP). 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.



Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

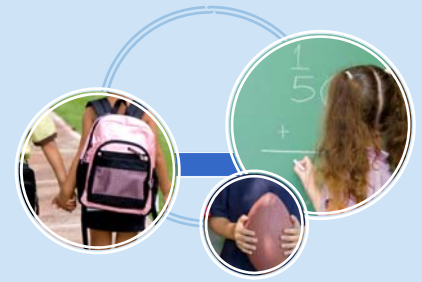
	2007	2008	2009
Statewide API Rank	10	10	10
Similar Schools API Rank	10	10	10

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-11	12	2
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	-18	19	0
Two or More Races	■	■	■
Socioeconomically Disadvantaged	■	■	■
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Cold Spring ES	Cold Spring ESD	California
All Students	961	949	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	967	953	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	■	■	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Cold Spring ES	Cold Spring ESD
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		0.0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



“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.”



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Cold Spring ES		Cold Spring ESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

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

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.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.7
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0.6
Other	0.0

✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



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).



Teacher Qualifications

Teacher Credential Information				
	Cold Spring ESD	Cold Spring ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	17	18	17	17
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 (teachers assigned without proper legal authorization) 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 misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Cold Spring ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Cold Spring ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	✧	✧
Low-Poverty Schools in District	100.0%	0.0%

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

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.

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.

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.

Each year, the school dedicates three days to staff and professional development.

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		
Category	Cold Spring ESD	Similar Sized District
Beginning Teacher Salary	\$43,102	\$38,905
Mid-Range Teacher Salary	\$69,626	\$56,504
Highest Teacher Salary	\$89,364	\$71,750
Average Principal Salary	⊕	\$92,053
Superintendent Salary	⊕	\$111,055
Teacher Salaries — Percent of Budget	35.2%	37.9%
Administrative Salaries — Percent of Budget	4.1%	6.8%

⊕ Single-site districts are not required to display this data. (*Education Code Section 41409.3*).

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	
	Cold Spring ES
Total Expenditures Per Pupil	\$16,449
Expenditures Per Pupil From Restricted Sources	\$800
Expenditures Per Pupil From Unrestricted Sources	\$15,649
Annual Average Teacher Salary	\$65,657

Financial Data Comparison

The following 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		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Cold Spring ES	\$15,649	\$65,657
Cold Spring ESD	\$15,649	\$65,657
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+63.7%	+12.6%

◆ Because Cold Spring ESD is a single-site district, the percent difference does not apply.

Financial Data

The financial data displayed in the SARC is from the 2008-09 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 more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



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% reading specialist funded by Title I, Economic Impact Aid (EIA), and School Improvement Program (SIP) works with students in kindergarten through grade four. Title II, Peer Assistance and Review (PAR), and Title V 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.

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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Innovations
& Advocacy
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