



# Cresson Elementary School

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

Linda Rigg, Principal

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Little Lake City Elementary School District

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

#### District Governing Board

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Richard Martinez - Vice President

Janet Rock - Clerk

Hilda Zamora - Member

Gabriel Jimenez - Member

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William Crean, Ed.D.

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Personnel Services**

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### Principal's Message

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

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

At Cresson, we maintain high expectations for all learners to reach their potential. We believe this includes addressing the needs of the whole child, academically, socially, emotionally, and physically. Using our Student Motivation (LCAP 33) and district funds (LCAP 26 and 27) we have developed a school-wide behavior plan aimed at promoting positive character traits and an anti-bully program, which are designed to help increase student school connectedness and engagement. In addition to our school programs, we have district and community partnerships that include music, art, physical education, technology, counseling, and two afterschool programs. Our annual Parent Survey results indicate that more than 95% of our parents indicate strong support and satisfaction for the school and the education their children receive. In addition, our Healthy Kids Survey results show that more than 92% of our students feel connected to and safe in their school. Our children are our greatest resource and we invest great effort in addressing the unique needs of every individual student.

Linda Rigg, PRINCIPAL

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	49
Grade 2	47
Grade 3	39
Grade 4	34
Grade 5	47
<b>Total Enrollment</b>	<b>283</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	1.1
Hispanic or Latino	94.0
Native Hawaiian or Pacific Islander	1.1
White	2.5
Socioeconomically Disadvantaged	78.1
English Learners	29.0
Students with Disabilities	14.1
Foster Youth	2.8

## 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			
Cresson Elementary School	16-17	17-18	18-19
With Full Credential	13	14	13
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cresson Elementary School	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Language Arts Adopted 2003-2004 School Year  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Pearson Scott Foresman California Science Adopted 2007-2008 School Year  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Harcourt - CA Edition History Social Studies Adopted 2006-2007 School Year  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Students receive instruction in the VAPA Standards but we do not use an adopted text.  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 100

### School Facility Conditions and Planned Improvements (Most Recent Year)

Cresson School was built in the early 1950s and is in good condition. During the 1990s, we added eight portable classrooms and combined two portables to make up our library. Maintenance and improvements included repairing the flooring in one of the portable classrooms during 2009. In 2010–2011, the school perimeter fencing and signage was replaced. In 2012 a lunch patio with a shaded cover was constructed outside our cafeteria which allows our children to eat outside when weather permits. In 2013 tables and chairs were added to our outside eating area. In 2013-2014 exterior lighting was installed throughout the campus. Wireless internet was also expanded throughout the entire campus.

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12-10-18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	New swamp cooler installed in kitchen.
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Gophers, areas treated bi-monthly.
<b>Electrical:</b> Electrical	Good	All interior lighting throughout campus was upgraded to energy efficient L.E.D. lights. New audio visual system was installed in M.P.R.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Trees were trimmed over Winter Break as well as field being fertilized.
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	46.0	59.0	54.0	57.0	48.0	50.0
Math	50.0	47.0	39.0	43.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.4	21.7	30.4

\* 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.

School Year 2017-18 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	120	119	99.17	58.82
Male	61	61	100.00	47.54
Female	59	58	98.31	70.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	111	110	99.10	58.18
White	--	--	--	--
Socioeconomically Disadvantaged	92	91	98.91	52.75
English Learners	42	42	100.00	40.48
Students with Disabilities	16	16	100.00	12.50

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 2017-18 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
<b>All Students</b>	120	119	99.17	47.06
<b>Male</b>	61	61	100	40.98
<b>Female</b>	59	58	98.31	53.45
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	111	110	99.1	48.18
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	92	91	98.91	38.46
<b>English Learners</b>	42	42	100	40.48
<b>Students with Disabilities</b>	16	16	100	6.25

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 2018-19)

Communication and parent involvement is very important at Cresson Elementary School. We know the value of a strong home-school partnership, and we desire to see this relationship grow, for the benefit of our students, families, staff, and the community. For the 2018-2019 school year, our goal is to increase our parent involvement, not only in family events, but also in leadership and training opportunities. We will continue to seek opportunities to share information and gain input from parents. In addition, we will offer information and training sessions aimed at keeping our parents up-to-date with what is happening at Cresson and the district, especially as it relates to the new California State Standards and new assessments. We will provide translation and babysitting as needed for parent meetings and training. These efforts will continue to be supported by our Parental Involvement funds (LCAP 28).

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

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

#### State Priority: School Climate

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

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

### School Safety Plan

Safety is of the utmost importance at Cresson Elementary School. To ensure safety and security, students enter campus from 7:45 to 8:15 through a single gate that is monitored by an employee. At 8:15 the gate is locked and students coming after that time must enter through the front office. All visitors must sign in with the school office and receive the appropriate badge before entering the campus, and they must sign out upon leaving. The principal, teachers, and support staff monitor the grounds and supervise students before, during, and after school in order to ensure student safety. Cresson's Comprehensive Safe School Plan is updated annually. It includes procedures for emergencies, school-wide behavior policies, our plan to address bullying, and how we protect the physical, emotional, and social well-being of all students. Our plan is shared with all personnel at a staff meeting each year. Safety drills are conducted on a regular basis, including fire, earthquake, and lock down procedures to address physical safety. We participate in The Great California Shakeout, a statewide earthquake drill, each October. We have instituted Positive Behavior Intervention and Support, a school-wide behavior policy that emphasizes respect, responsibility, collaboration, and safety. During the past four years, a team of staff members have participated in training on PBIS (funded through district LCAP 27), which helped us review and revamp our plan to ensure that it fully addresses the needs of the students and the school community and that it is implemented with the greatest degree of effectiveness. During the current school year, the team will continue to participate in the second tier of training, which will entail full implementation of the program throughout our school. All staff has been trained in the district-adopted "No Bully" program (funded through district LCAP 27), and we have identified and trained Solution Coaches to help empower students against bullying. To address the emotional well-being of students, we have the support of a counseling intern from Turning Point and a district counselor (funded through district LCAP 26), as well as access to resources in the local community, such as Pacific Clinics. We work with the district counselor to coordinate programs and supports for student social-emotional learning.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.5	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0.5
Other	.43
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>K</b>	26	23	21			1	3	3	2			
<b>1</b>	26	23	24				1	2	2			
<b>2</b>	25	24	22				1	1	2			
<b>3</b>	18	16	25	1	1		2	2	1			
<b>4</b>	32	31	26				1	1	1			
<b>5</b>	33	23	23		1	1	1	2		1		2
<b>Other</b>	4		5	1		1						

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

**Professional Development provided for Teachers**

Cresson staff engages in ongoing professional development in order to effectively meet the needs of all students. From the fall of 2014 to spring 2017, Cresson participated in training and coaching in the use of CELL/ExLL strategies to support literacy skills across the curriculum in all grade levels. As part of this process, a literacy coach provided professional training sessions, observation and individual coaching sessions. Teachers also had opportunities to observe peers in other classrooms and other schools. This site-specific professional development and in-class coaching were specifically related to reading and writing strategies to support students in reading with depth of understanding and writing across the curriculum using text evidence and support.

Cresson teachers participated in district professional development days with a focus on Close Reading, technology and physical education. Staff development continues to focus on the new California State Standards and how to address them with high levels of rigorous learning and student engagement. In addition to participating in district professional development related to math teaching and learning through partnership with Math Solutions, we also work with district coaches to ensure that our teaching and learning challenge and enrich our students so that they can meet state standards and their own personal goals.

Site Professional Development funds (LCAP 7) have allowed Cresson to address specific site training and collaboration needs in order to best meet the needs of all students. In addition, our staff had opportunities for coaching and professional development in math and technology, both on site and at the district level, provided by external trainers and our own district coaches. Our staff participated in professional development in the new ELD standards and assessments. All staff participated in training provided through a district and UCLA collaboration in the Next Generation Science Standards and continued math professional development by grade level. In addition, a team of teachers engaged in training to become Thinking Maps trainers in order to provide support for the schoolwide implementation of this training with all of our staff. Technology has become an instructional focus in both math and language arts. In order to be competitive in school and the workplace, our students need to be able to use technology as a tool. In addition, students take the state assessment on the computer each spring. A district itinerant technology teacher continues to provide training for teachers so they can support their students to use computers to practice math, write essays, conduct research, and learn keyboarding skills. Teachers now routinely engage in grade level and vertical articulation and collaboration facilitated by our district curriculum coaches.

On Tuesdays, during Data Reflection Sessions, grade level teams continue to analyze student work and assessment data and collaboratively plan instruction, focusing on the diverse needs of all of our student subgroups, including GATE, English Learners, and Students with Disabilities. The Cresson staff knows the change to the new California State Standards involves a shift in thinking and practice, and they are dedicated to the learning and growth that needs to occur on their part so that they are well-equipped to provide appropriate instruction to all of our students. In the 2017-2018 school year, we formed a site Student Academic Leadership Team (SALT) to create and implement a School Instruction Plan to address specific student learning targets within and across grade levels. This team looks at data, engages in professional development, and facilitates staff collaboration and learning in order to strategically focus on identified student learning goals. Cresson's SALT continues to provide instructional leadership from the middle to support all staff in deep, meaningful conversations and planning to raise the level of rigor and student engagement across all curricular areas. As this team becomes increasingly empowered, students and staff benefit from increased achievement and habits of lifelong learning.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$48,064
Mid-Range Teacher Salary	\$75,004	\$75,417
Highest Teacher Salary	\$96,596	\$94,006
Average Principal Salary (ES)	\$104,496	\$119,037
Average Principal Salary (MS)	\$108,276	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$181,373	\$183,692
Percent of District Budget		
Teacher Salaries	38.0	36.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement. Title III is used to provide supplemental services to all English Learners. Long Term English Learners at the middle school level receive support via the AVID Excel Program. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

### DataQuest

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

### Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11,055	2,811	8,244	73,461
District	◆	◆	8,040	\$76,406
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			2.5	-3.9
Percent Difference: School Site/ State			14.6	-3.5

\* Cells with ◆ 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.