

Cerra Vista Elementary School

2151 Cerra Vista Dr. • Hollister, CA 95023 • (831) 636-4470 • Grades K-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Hollister School District

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District Governing Board

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Elsa Rodriguez, Clerk
Patricia Moore, Trustee
Peter Hernandez, Trustee
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District Administration

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Dennis Kurtz, Ph.D.

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School Description

Cerra Vista School is a family-oriented community in which the students, families, staff and community members share the commitment and vision of providing the best education possible for all students. Cerra Vista's commitment to students succeeding is strongly aligned with the school District's expectations and motto, Helping Children Achieve Their Fullest Potential. This is evidenced in the alignment of planning, use of time, designation of human and fiscal resources, and on-going monitoring of student progress.

Everyone within the Cerra Vista community shares the common vision of academic success for all students. Response to Intervention principles and ongoing assessment data are used by all staff to continually adjust the curriculum and to help all students meet and exceed grade level standards. Teachers meet regularly in grade level teams to review standards and data, and align curricular lessons with the essential Common Core standards. Parents are kept abreast of school events via monthly newsletters and School Messenger. Many parents are monitoring their student's progress online by accessing the electronic gradebook, Lexia and Accelerated Reader. State, district, and school assessment results are provided to parents to assist them in understanding their child's progress, areas of strength, and areas of weakness. The Cerra Vista webpage includes student links to electronic learning games and activities that students can use at school or at home.

Cerra Vista School is a K-5 school located in Hollister, California, and is one of nine elementary schools on six campuses in the Hollister School District. Cerra Vista School prides itself on its family-oriented atmosphere. The campus, which first opened in 1988, is richly landscaped with trees and plants creating a warm, welcoming, child-centered environment.

At the core of Cerra Vista's success is a caring and dedicated professional staff. Teachers across grade levels support each other professionally and personally. Parents are a very important and involved part of each classroom and an integral part of our school community. Education is highly valued by our families and there is a high degree of parent satisfaction, involvement, and pride in our school. The Parent-Teacher Organization is invaluable to our school success. Their monetary contributions provide a wide range of extra curricular activities and classroom materials. This along with many volunteer hours are major contributors to Cerra Vista's being an outstanding school.

There is a strong commitment to excellence on the part of the entire staff. Cerra Vista boasts an outstanding teacher staff with many teacher leaders who are experts in language arts, mathematics, science and technology. Several teachers have also taken university classes to become certified in teaching accelerated and gifted students. Improvement in student achievement is directly related to all teachers working in Professional Learning Communities, focusing on the use of assessment data, Common Core standards, standards-based materials, and research-based strategies. Cerra Vista is often a leader in researching and implementing new strategies.

Through a partnership with the greater community, parents, staff, and students, Cerra Vista School has made great strides toward achieving our school vision and mission. We are committed to doing whatever it takes to ensure that all our students achieve their fullest potential and become lifetime achievers and respectful, productive citizens. Cerra Vista School's Vision is that ALL children become lifetime achievers and respectful, engaged, responsible and productive citizens. Cerra Vista School's Mission is to ensure we are prepared for future.

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (831) 636-4470 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	90
Grade 1	97
Grade 2	101
Grade 3	132
Grade 4	97
Grade 5	104
Total Enrollment	621

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	2.7
Filipino	0.8
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	0.5
White	26.4
Two or More Races	0.8
Socioeconomically Disadvantaged	39.3
English Learners	18.8
Students with Disabilities	13.4
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Cerra Vista Elementary School	13-14	14-15	15-16
With Full Credential	23	24	28
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Hollister School District	13-14	14-15	15-16
With Full Credential	♦	♦	252
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cerra Vista Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	93.0	7.0
High-Poverty Schools	92.6	7.4
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Houghton Mifflin Reading, Medallion Edition, Copr. 2003, 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5: My Math, McGraw-Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: MacMillan McGraw-Hill, California Science, Copr. 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: History-Social Science, California, Houghton Mifflin, Copr. 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cerra Vista Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were opened in 1988. A team of two full-time and one part-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Hollister School District to ensure that all classrooms and facilities are well maintained. On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that will address the most critical renovation and modernization needs at the District's elementary and middle schools. Measure M will upgrade fire alarm and security systems, improve access to classroom technology, and provide better school access to people with disabilities, among other improvements. For a complete list of projects go to http://www.hesd.org/departments/facilities/measure_m.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 4, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	40	32	44
Math	32	23	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	59	50	50	56	55	53	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.00	23.90	28.40

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	50
Male	56
Female	40
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	34
White	76
Two or More Races	--
Socioeconomically Disadvantaged	40
English Learners	12
Students with Disabilities	31
Students Receiving Migrant Education Services	27
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	131	128	97.7	29	34	21	16
	4	100	100	100.0	32	26	22	20
	5	110	109	99.1	41	17	28	14
Male	3		68	51.9	31	37	19	13
	4		48	48.0	42	25	21	13
	5		71	64.5	39	17	32	11
Female	3		60	45.8	27	30	23	20
	4		52	52.0	23	27	23	27
	5		38	34.5	45	18	18	18
American Indian or Alaska Native	5		1	0.9	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		5	3.8	--	--	--	--
	4		4	4.0	--	--	--	--
	5		4	3.6	--	--	--	--
Filipino	3		2	1.5	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	1.8	--	--	--	--
Hispanic or Latino	3		58	44.3	34	33	21	12
	4		56	56.0	34	29	25	13
	5		63	57.3	44	21	24	11
Native Hawaiian or Pacific Islander	3		1	0.8	--	--	--	--
	4		1	1.0	--	--	--	--
White	3		24	18.3	21	29	21	29
	4		13	13.0	31	15	23	31
	5		31	28.2	39	10	35	16
Two or More Races	5		3	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		51	38.9	39	31	18	12
	4		48	48.0	50	23	23	4
	5		46	41.8	52	15	20	13
English Learners	3		29	22.1	34	41	21	3
	4		14	14.0	50	36	7	7
	5		20	18.2	60	25	15	0
Students with Disabilities	3		19	14.5	68	21	5	5
	4		8	8.0	--	--	--	--
	5		21	19.1	71	14	10	5
Students Receiving Migrant Education Services	3		4	3.1	--	--	--	--
	4		3	3.0	--	--	--	--
	5		11	10.0	18	36	45	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	131	129	98.5	35	33	21	11
	4	100	100	100.0	18	40	33	9
	5	110	109	99.1	46	30	13	11
Male	3		68	51.9	32	37	19	12
	4		48	48.0	29	38	23	10
	5		71	64.5	42	25	18	14
Female	3		61	46.6	38	30	23	10
	4		52	52.0	8	42	42	8
	5		38	34.5	53	39	3	5
American Indian or Alaska Native	5		1	0.9	--	--	--	--
Asian	3		5	3.8	--	--	--	--
	4		4	4.0	--	--	--	--
	5		4	3.6	--	--	--	--
Filipino	3		2	1.5	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	1.8	--	--	--	--
Hispanic or Latino	3		59	45.0	41	39	19	2
	4		56	56.0	20	41	34	5
	5		63	57.3	51	30	13	6
Native Hawaiian or Pacific Islander	3		1	0.8	--	--	--	--
	4		1	1.0	--	--	--	--
White	3		24	18.3	33	17	38	13
	4		13	13.0	23	38	31	8
	5		31	28.2	39	29	13	19
Two or More Races	5		3	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		52	39.7	38	40	15	6
	4		48	48.0	29	42	25	4
	5		46	41.8	48	30	11	11
English Learners	3		30	22.9	47	43	7	3
	4		14	14.0	36	50	14	0
	5		20	18.2	60	40	0	0
Students with Disabilities	3		19	14.5	68	16	11	5
	4		8	8.0	--	--	--	--
	5		21	19.1	71	19	5	5

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3		5	3.8	--	--	--	--
	4		3	3.0	--	--	--	--
	5		11	10.0	18	73	0	9
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Cerra Vista parents and community members are very supportive of the educational programs at Cerra Vista School. Parents play an active role by participating in various school programs and activities including classroom volunteer, Parents Club, fundraising events, field trips, assemblies, parent conferences and the School Site Council. Parents who wish to participate in Cerra Vista Elementary's leadership teams, school committees, school activities, or become a volunteer may contact the office at (831) 636-4470.

Cerra Vista is very proud of the number of parents who volunteer in classrooms to help students succeed academically. Classroom parent volunteers are an integral part of our students' academic success in meeting grade level standards. Strategies such as Guided Reading are aided by our parent volunteers. Parents fund incentive award programs and, through PTO fundraisers, help pay for programs such as Accelerated Reader. The program encourages students to read by rewarding students with book charms, certificates, medals, and trophies. ELAC meetings help parents understand grade level standards and learn ways in which they can help support their child's progress toward meeting essential grade level standards. Parents serving on School Site Council help inform and approve our School Plan.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern at Cerra Vista Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The schools disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted monthly, earthquake drills are conducted every other month, and code blues and disaster drills are conducted at least twice a year. Safety information is provided by a private consultant, and is included in a staff meetings every month. The Safety Plan for Cerra Vista Elementary School is updated each spring, and is distributed to all staff members at the beginning of each school year. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review. Each fall, a safety inspection is conducted by the custodian and District maintenance staff. An independent safety consultant inspects the campus each spring. All visitors to the campus are required to sign in at the office and display a visitors badge at all times. Supervision is provided for students throughout the school day; the responsibility is shared between the school staff and yard supervisors. Our school wide discipline policy focuses on encouraging students to be respectful and make positive choices, ensures fairness and delivers consistent consequences.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	2.65	2.45	2.07
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.49	4.88	4.61
Expulsions Rate	0.10	0.12	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	9	
Percent of Schools Currently in Program Improvement	81.8	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	26	25	1	1		3	3	4			
1	31	30	27				3	3	3			
2	33	22	24		1	1		4	3	3		
3	28	27	28				3	4	5			
4	34	31	32					3	2	3		1
5	35	34	28			1			1	3	3	2
6	25	25		2	2		1			2	3	
Other	32						1					

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	2
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.

Professional Development provided for Teachers

In the most recent 3 years, the district has dedicated a total of 12 days to staff development. Four district-wide Professional Development days are provided for teachers on non-student days. The District focus is on training all teachers in the use of Thinking Maps and Path to Proficiency for English Learners. This decision was based on the data that showed an increasing achievement gap for English Learners. Staff development is also now focused on the Common Core State Standards and the technology needed to implement CCSS and the CAASPP. Teachers have also all received training in, and implement, Professional Learning Communities (PLCs) and Response to Intervention (RTI). Staff members build teaching skills and share strategies through participation at workshops, at staff meetings and in their Professional Learning Communities. Future district-wide Professional Development will focus on more writing development, Next Generation Science Standards and training for the new English Language Arts/English Language Development curriculum when adopted.

New teachers receive Beginning Teacher Support and Assessment (BTSA)/Induction services, sponsored by the district. The Peer Assistance Review (PAR) Program provides new teachers and volunteer and assigned veteran teachers with personal support and guidance.

PLC grade level teams collaborate two to three hours a week (with the addition of our Physical Education Teacher, who takes groups of students, allowing the classroom teachers time to collaborate). All training and curriculum development are aligned to the Common Core Standards and appropriate instructional strategies.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,267	\$43,091
Mid-Range Teacher Salary	\$63,419	\$70,247
Highest Teacher Salary	\$88,451	\$89,152
Average Principal Salary (ES)	\$93,645	\$112,492
Average Principal Salary (MS)	\$97,435	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$177,250	\$192,072
Percent of District Budget		
Teacher Salaries	39%	41%
Administrative Salaries	6%	6%

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

Types of Services Funded

In addition to state funding, Hollister School District receives federal categorical funding. In 2014/15 the district received funding from the following programs: Title I - Education for the Disadvantaged, Title II – Teacher and Principal Training and Recruiting, and Title III - English Language Acquisition and Academic Achievement. Using general fund money in combination with categorical funding, the district provided every K – 5 elementary site (also the K - 6 and K - 8 sites) with a Resource Teacher, an Intervention Teacher and a Physical Education Teacher. The Resource Teacher coordinates resources, and provides services to students, in each site's Response to Intervention program. The Intervention Teacher plans with teachers and provides small group intervention instruction. The P.E. Teacher provides instruction to grade level groups of students, allowing the teachers more time to collaborate about instruction and/or provide intervention instruction.

Students who qualify also participate in before or after school intervention classes, provided through the Supplemental Education Services, Title I. Students who qualify through Migrant Education receive additional intervention services.

Site-based Title I funds are used to support a portion of the resource teacher's salary as well as Lexia Core 5, an online reading intervention program that is accessible at school and at home.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,298	\$1,007	\$3,292	\$76,219
District	♦	♦	\$7,066	\$70,820
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-53.4	7.6
Percent Difference: School Site/ State			-38.4	4.4

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.