

## *School Accountability Report Card*

*Reporting for school year 2007-2008 • Published in 2008-2009*

# Selma Olinder Elementary Grades K-5

## **SAN JOSÉ UNIFIED SCHOOL DISTRICT**

855 Lenzen Avenue  
San José, CA 95126  
(408) 535-6000

**Superintendent**  
Don Iglesias

**Assistant Superintendents**  
Dr. William J. Erlendson  
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*Principal*

Al Rosell  
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**Grades K-5**

890 East William ▼ San José, CA 95116

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**Trustee Area 1**

Jorge González, Board Member

## Principal's Comments

Offering its students excellent through academic instruction by a dedicated staff, Olinder Elementary School is committed to the belief that all students can learn and all students can succeed!

The school's mission is to empower its students to meet the upcoming challenges of middle school and beyond by having the appropriate academic personal, and social skills. State Content Standards are the basis of instruction using traditional and differentiated strategies. Additionally, the school uses Accelerated Reading and Accelerated Math and provides every classroom with up to three computers for student use. This along with a 32-station computer lab and a mobile wireless laptop cart with 30 computers gives students easy access to technology instruction.

Olinder Elementary School also offers its students a before school band program, an after school folkloric dance class and a choir club. Additionally, it has a three-hour after-school program that collaborates with the City of San Jose. This collaborative effort provides students with academic support and mentoring in a homework center run by instructional associates and teachers.

We welcome parents to our beautiful campus and offer a wide array of opportunities for parents to support their children's learning experiences. The teaching staff and administration, as well as our Spanish-speaking parent liaison support our parents. Parents enjoy a flexible environment for volunteering and are seen throughout the day providing a valuable asset to the school community.

One of the schools major goals for the upcoming school year is to increase the number of intervention classes for struggling learners.

## Principal's Experience

The principal has been at Olinder Elementary School since 2005. He has served as a principal for seven years and has a total of thirteen years of administrative experience.

## Major Achievements

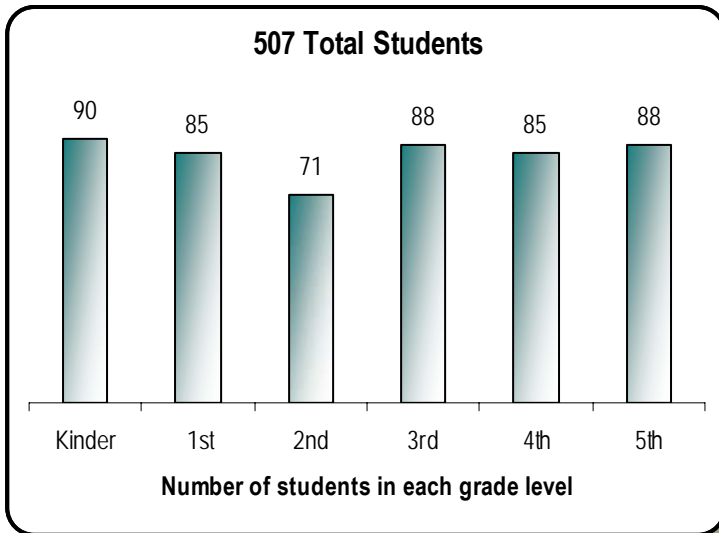
- Recipient of the California Shining Star School
- Fourth highest API growth (32 points) of all elementary schools in the district.
- Met all subgroup targets on AYP and reaching "Safe Harbor"
- Meet Title III measurable achievement objective for AMO I, AMO II, and AMO III

## Parental Involvement

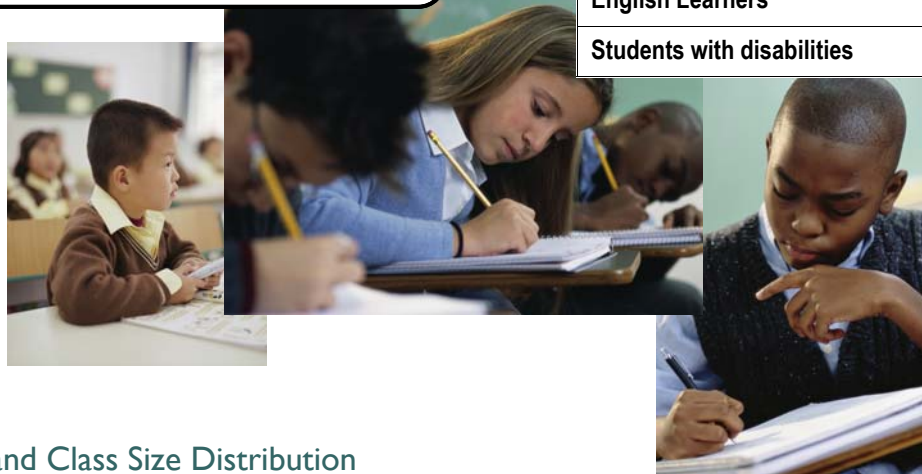
Parents receive a monthly school newsletter and bulletins/flyers throughout the month for important upcoming events. In addition, teachers send home newsletters on a regular/bimonthly basis informing parents of class or school activities. All correspondences go home in English and Spanish. Parent/teacher support organizations, such as the Parent-Teacher Association (PTA), the School Site Council (SSC), and the School English Language Acquisition Committee (SELAC), hold monthly meetings regarding school programs and services for all students. Additionally, the principal holds bi-monthly Parent Coffee Meetings in the morning. The meeting allows the principal to inform the community of upcoming events and to answer questions. The school also has a Spanish speaking Parent Liaisons to ensure that all parents have an opportunity to be involved. Additionally, Olinder Elementary school is an "I CARE" Parent Involvement School. Monthly students take home parent-student curricular activities based on the school's thematic character building program. Teachers introduce the theme the beginning of the month and parents are then encourage to help their child complete up to five activities and report back at the need of the month. The program is design to empower the parent by being a partner with the classroom teacher by following through with the activities in the home with their child. If parents would like to get involved in the school, they may call the school parent liaison Maria Lopez at 408-535-6235.

## Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2007-2008 school year.



African American	1.38 %
American Indian or Alaska Native	0.99 %
Asian	3.16 %
Filipino	0.99 %
Hispanic or Latino	88.17 %
Pacific Islander	0.2 %
White (Not Hispanic)	2.76 %
Multiple or No Response	2.37 %
Socioeconomically disadvantaged	91 %
English Learners	77 %
Students with disabilities	10 %



## Class Size

### Average Class Size and Class Size Distribution

Grade	2005-2006			2006-2007			2007-2008					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4			19.3	4			19.8	4.0		
1	19.0	5			19.8	5			19.0	4.0		
2	20.3	3	1		19.8	4			17.5	4.0		
3	28.0		3		27.0	1	2		30.5		1.0	1.0
4	25.0		4		26.0		3		27.3		3.0	
5	30.0		2		22.0	1	3		27.3		3.0	
6												
K-3									24.0		1.0	
3-4												
4-8												
Other												

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

## Climate for Learning

### Safety

Olinder Elementary School's Safety Plan is regularly updated. At the start of each year, the plan is reviewed by the staff for changes and updated information. The school follows safety and disciplinary plans in accordance with District policy. All students are expected to be respectful of each other and to follow directions from adults. Students are encouraged to use PeaceBuilder strategies learned in the classroom to solve their own problems and to refer unsolved problems to a "conflict managers" or an adult on campus. Strategies for discipline are proactive and focus on logical consequences.

The school safety plan was completely revised last year. The plan includes provisions for Fire Drills, Earthquake Drills, and Intruder on Campus. Staff and students have been led through various emergency drills coordinated by the District and the San Jose Police Department. The PTA purchased emergency food and water supply with a shelf life of 5 years this year for our students in the event of an emergency.

Our highest priority is providing a safe, clean, and secure learning environment for our students. As many as six parent volunteers along with credentialed staff provide supervision of students before, during, and after school in an effort to ensure their safety at all times. A schoolwide emphasis on teamwork and cooperation is emphasized through daily announcements and a communication-building program called PeaceBuilders. A schoolwide discipline plan is in place with school and classroom behavioral expectations that are posted and reinforced. Students earn "owl tickets" for following school rules and exemplary behavior is rewarded with Super Citizen Recognition Award.

### Homework

Homework is assigned based on research-based guidelines for each grade level. Homework is assigned to provide additional practice of skills already taught, and may include both long and short-term projects and assignments. After school homework center is available to assist students by recommendations through the classroom teacher.

### Discipline

Olinder has a school-wide discipline plan to promote a positive learning environment. Individual class standards reinforce positive behavior as well as logical consequences for inappropriate behavior. We teach the Getting Along curriculum as well as PeaceBuilders as our method of conflict resolution with all students. We acknowledge our students with bi-monthly Super Citizen Awards, Owl Tickets (that can be used in the students' store), and classroom rewards. Additionally, the school counselor offers workshops and group counseling sessions to help students make correct choices and to learn how to deal with conflict and challenges that may occur. A revised discipline booklet was created and will be updated this next year with the newly created discipline committee.

**Suspensions and Expulsions—3 year comparison**

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Rate of Suspensions</b>	2.7%	3.7%	3.0%	13.2%	12.6%	13.6%
<b>Rate of Expulsions</b>	0.0%	0.0%	0.0%	0.3%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

## Facilities

Our campus is located in a beautiful park-like setting across the creek from beautiful Williams Street Park. Two years ago, the San Francisco Organization "Junior Giants" worked together with Applied Materials and the San Jose Unified School District to build a beautiful baseball and soccer field for our students to enjoy. Last year, the tennis courts were completed and the park was officially dedicated along with our new student playground. Murals and a special landscaped area called "The Owl's Nest" created an environment conducive to learning. Also, last year, the southeast boys and girls bathrooms were completely remodeled. During the summer of 2007, the school's main building was remodeled. A new computer lab was built. In the summer of 2008 six new portable classrooms were brought in to replace order unites. The school has a full-time custodian who maintains the school during the day and District led night crew to clean classrooms and bathrooms nightly.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date of Inspection—September 26, 2008	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (Interior and Exterior)	✓			
Interior Surfaces (walls, floors and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)		✓		2 lights out in A3; 6 lights out in B7; lights out in C1, C4, D14, I4, H22, H23. Work order submitted 10/08
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			Drinking fountain not working in A3. Work orders submitted 10/08
Sewer	✓			
Roofs	✓			
Playground/School Grounds	✓			
Overall cleanliness	✓			

### Overall Summary of School Facility Good Repair Status

Facility Condition	Exemplary	Good	Fair	Poor
	✓			

## Teacher and Staff Information

### Teacher Credentials

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	24	28	25	1496
Without Full Credential	2	1	1	68
Teaching Outside Subject Area of Competence	0	0	0	5
<p>This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.</p>				

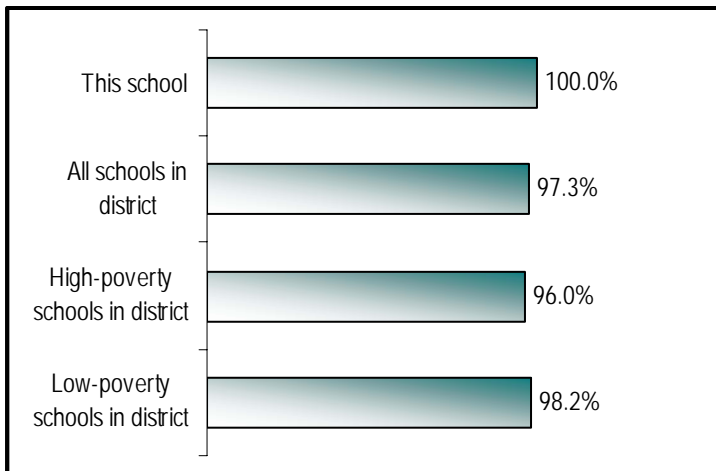


### Teacher Misassignments and Vacant Teacher Positions

Indicator	2006-2007	2007-2008	2008-2009
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0
<ul style="list-style-type: none"> <li>Teacher misassignments (teachers assigned without proper legal authorization)</li> <li><b>Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.</b></li> <li>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).</li> </ul>			

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

### Core Academic Classes Taught by NCLB Compliant Teachers



The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic subjects taught by NCLB compliant teachers. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

## Teacher and Staff Information

Teachers set yearly goals in one-on-one conferences with principal at the start of the year. Temporary and probationary teachers are assessed twice each year, while permanent teachers are assessed every other year. Evaluations procedures and criteria are defined in the bargaining unit contract and aligned to the California Standards for the Teaching Profession, with different expectancies analyzed with a four-level rubric. New teachers are required to participate in the BTSA program that provides training and support through mentoring.

## Professional Development

Olinder Elementary School teachers are very involved in curriculum and staff development. Teachers receive a total of six staff development days distributed evenly throughout the year. Our primary foci for staff development are reading, mathematics, and English language development. Early out Tuesdays provide the opportunity for grade level collaboration meetings. Staff is encouraged to attend workshops and training that will assist them with professional growth. Staff meets 4 times per month for grade level collaboration to plan lessons and develop in the areas of teaching math and English language development. Teachers are supported through in-class coaching, teacher-principal meetings, and benchmark assessment data reporting.

Professional development is highly encouraged. Teachers are supported to attend trainings and conferences when appropriate throughout the year. Many trainings are held in the summer and or after school. However, if a training or a conference takes place during school hours, teachers are supported by providing a qualify substitute to take his/her class.

All teachers are supported by a newly hired Reading Resource Teacher and through two additional resource teachers who meet with small groups of students on a daily basis. In addition, Supplemental Service Providers (SES) takes groups of students either before school and/or after school to provide for additional academic assistance

## Substitute Teachers

Quality substitute teachers are important to the continuation of student learning. Olinder has developed an extensive list of qualified substitutes to continue the work of our teachers when necessary. In fact we have a dedicate list of regular subs who enjoy working at he school and are called regularly when teacher are away at training meetings or all day planning sessions. If necessary, the principal and resource teachers will also serve as substitutes.

## Support Staff

Olinder has 1.0 FTE Academic Counselor and 1.0 FTE Speech/Language/Hearing Specialist.

## Curriculum

### Reading and Writing

The Houghton Mifflin, kindergarten through fifth grade participates in a language arts curriculum that is rich in reading and writing. It is a comprehensive instructional program organized around phonics instruction, themes, comprehension, and a variety of other reading skills. The students are introduced to many types of reading genres, authors' styles, and other elements of good literature. The program is individualized to meet the needs of each student. Additionally, we also use the strategies of the Step-up to Writing Program.

### Math

The Olinder mathematics curriculum closely follows the state framework and is defined by six strands: probability and statistics, numbers and operations, geometry and measurement, function and algebra, mathematical reasoning, and mathematical communication. Preparation for real-world math is priority when selecting curriculum. Harcourt Brace is the state-approved adopted curriculum. Basic skills are taught through concrete hands on experiences and use of manipulative. Open-ended problems involving all strands of mathematics challenge students to try new approaches and search for more than one answer. This last year the school incorporated Accelerated Math for all 4<sup>th</sup>- 5<sup>th</sup> grade students.

### Science

Our school uses Foss Science kits and a state adopted science program to teach the grade appropriate science concepts. Hands on opportunities are provided in an effort to develop essential understanding of major science concepts, themes, and methodologies. All fifth graders attend science camp for an outdoor science experience that last one week.

### Social Studies

Olinder teachers use Harcourt-Brace the state adopted social studies program to address the state and district standards. Supplementary texts, audio/visual aides and other materials such as periodicals, and first person accounts are used to address the social studies concepts.

### Textbooks

New textbooks are selected from state approved lists that have been piloted by all grade levels throughout the district. All students have access to state adopted texts in all subject areas. Additional reading materials are purchased to support programs such as Accelerated Reading for grades 1st-5th

All students have access to textbooks in all the core subject area and have their own copies of the books to use during the school year. Textbooks that are no longer in good condition are replaced each year.

Percent of Pupils Who Lack Sufficient Textbooks and Instructional Materials in Core Curriculum Areas				
Reading/Language Arts	0%		Science	0%
Mathematics	0%		History-Social Science	0%
Foreign Language	0%		Health	0%
Visual and Performing Arts			Science Laboratory Equipment (grade 9-12)	0%
A list of textbooks and adoption dates is available at: <a href="http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf">http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf</a>				

## Specialized Programs

### GATE

All 2nd grade students are screened for the Gifted and Talented Education program using the Ravens 3 Matrix. Curriculum is differentiated at all grades within the core program to provide GATE students opportunities for more challenging work.

### Special Ed

Student Study Teams are made up of teachers, support staff, parents, and the principal. The teams meet with parents of students who have academic or behavior concerns to determine interventions to support students' needs. We also have a half-time resource specialist, a full time speech therapist and a full time counselor that will work with students identified with special needs.

### At-risk students

The school has a full-time counselor and parent liaison that work closely to identify students at risk. At the bi-monthly COST meeting the principal, counselor, nurse, parent liaison and all resource teachers meet to discuss students with needs or that are of concern. The goal is to pull together resources and strategies to help all students that need assistance, regardless of their needs.

### English language learners

We address the special needs of English language learners by providing an optional bilingual classes or Structured English Immersion (SEI) instructional classes. English language learners are continually monitored for English acquisition and instructional program is individualized to meet the needs of each student.

### Students with disabilities

Any child with disabilities are identified to make sure proper accommodations are made to help them be successful and to be fully inclusive with the rest of the school.

### After-school programs

We are fortunate to have two after school programs. Our first program is supported by The City of San Jose that provides funds for the after school Homework Center. Additionally, LEARNS provides support through a Homework Club and offers activities for student participation. The LEARNS program is open for students until 6:00 p.m. and provide a much needed resource for working Families.

### Tutoring

Starting in the first grade, students are identified for the tutoring program using eight-week assessments given by the classroom teacher. Teacher's aides also provide one-on-one and small group tutoring when a need is identified.

## School Finances (Fiscal Year 2006-2007)

### Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$9,704	\$4,507	\$5,197	\$66,531
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	6.56%	15.21%	0.04%	1.37%
State			\$5,300	\$65,008
Percent Different - School Site and State			-1.94%	2.34%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Types of Services Funded

San José Unified School District spent an average of \$8,553 per student in the 2005–2006 school year, compared to \$7,860 per student spent on average by all unified districts in the state. Total operating expenses for the 2005–2006 year were \$255,329,802. Additional details about San Jose Unified's expenditures can be found on the Ed-Data web site ([www.ed-data.k12.ca.us](http://www.ed-data.k12.ca.us)).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

### Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,584	\$40,721
Mid-Range Teacher Salary	\$70,360	\$65,190
Highest Teacher Salary	\$85,510	\$84,151
Average Principal Salary (Elementary)	\$87,838	\$104,476
Average Principal Salary (Middle)	\$101,285	\$108,527
Average Principal Salary (High)	\$108,876	\$119,210
Superintendent Salary	\$228,660	\$210,769
Percent of Budget for Teacher Salaries	37.7%	39.9%
Percent of Budget for Administrative Salaries	5.1%	5.5%

# Student Performance

## California Standards Test (CST)

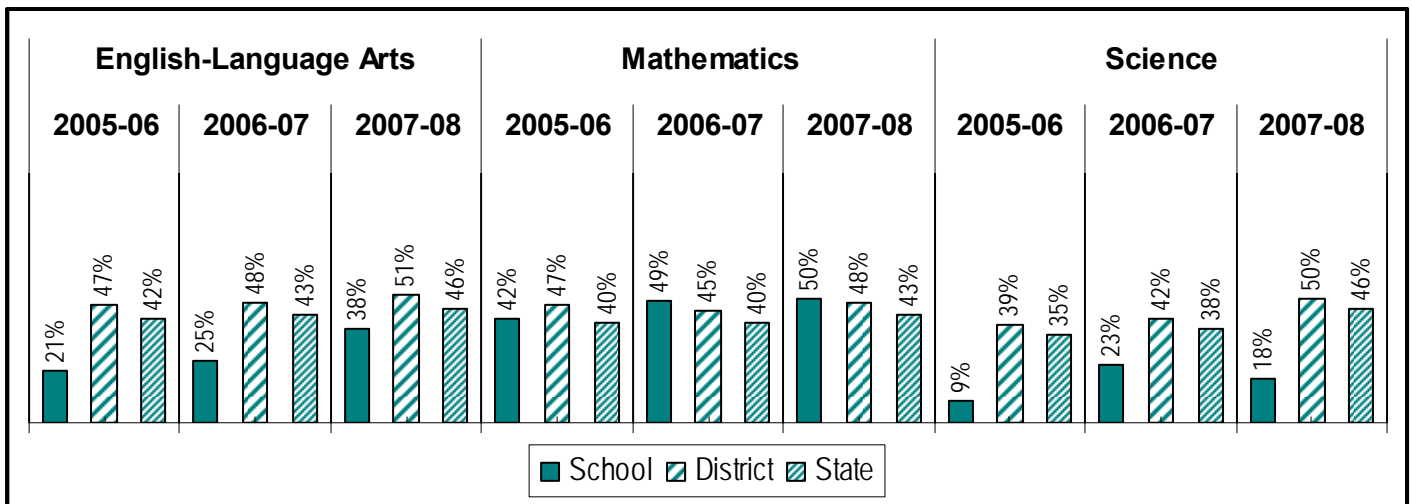
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliverately or inadvertently make public the score or performance of any individual student.*

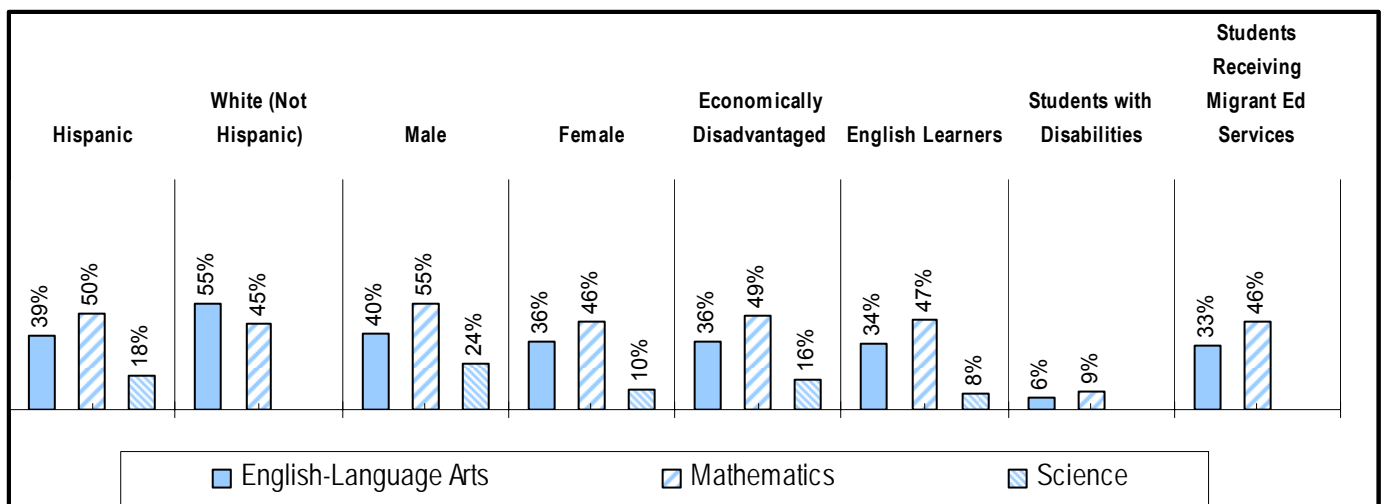
### California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level



### California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level



## Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

### API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	1	2	3
Similar Schools	1	3	5

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
All students at this school	84	46	32	738
Hispanic or Latino	82	56	36	738
White (Not Hispanic)				
Socioeconomically disadvantaged	78	53	37	732
English Learners	95	48	37	734
Students with Disabilities				

### Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

## Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement Implementation	2003-2004	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	n/a	6
Percent of Schools Currently in Program Improvement	n/a	11.5%
Detailed information about PI identification can be found at the CDE AYP Web page at <a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a> .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

### California Physical Fitness Test

Grade Level	Percent of Students Scoring in the Healthy Zone in all 6 fitness standards
5	22.9%

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays the percent of students at this school meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period.

Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/pf/>.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

**(408) 535-6650** ▼ Fax (408) 535-2302

<http://www.sjUSD.org>

### Data and Access

#### DataQuest

*DataQuest* is an online data tool located 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.