

School Accountability Report Card

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

River Glen School

Grades K-8

SAN JOSÉ UNIFIED SCHOOL DISTRICT

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

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Don Iglesias

Assistant Superintendents
Dr. William J. Erlendson
Chris D. Funk

Board of Education

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Veronica Grijalva Lewis
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1999-2000



Principal

Mildred Colon-Arellano
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Grades K-8

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Trustee Area 3

Pamela Foley, Board Member



Principal's Comments

Our program offers students the unique and exciting opportunity of learning to communicate naturally in two languages, Spanish and English, and of becoming academically successful in two languages. Our goal is to educate students who are bilingual and biliterate and enable them to meet the challenges of a global society. Students from throughout our district are eligible to attend our school, since we are a magnet school. However, they must be bilingual if they enter after kindergarten. Our school enrollment is 540 students.

A highly qualified staff provides students with a challenging academic program and a positive school environment with an emphasis on learning to understand and appreciate cultural diversity. The vast majority of our staff members are bilingual and biliterate.

Our curricular emphasis for this year includes raising student achievement for ALL students, as well as continuing our focus on language arts and math.

In 2000 our school received the great honor of being designated a California Distinguished School. River Glen has also received the 1988-89 Glenn Hoffman Award for Exemplary Programs in the County of Santa Clara, the 1990-91 Exemplary Bilingual Practices Award from the California Association of Bilingual Education, the 1991-95 Exemplary Bilingual Program from the California State Department of Education, and the CABE Seal of Academic Excellence Award in 1996. The program also received a National Title VII Academic Excellence Award to serve as a dissemination model for districts throughout the United States for 1995-97. In 2007, we also received the Title 1 Academic Achievement School Award from the California State Department of Education.

We have a number of safety net strategies in place, to provide additional assistance to students. Funded partially by the City of San Jose, we have a Homework Center and the All Stars program. We also offer an extended day and school year, for targeted students, in the areas of math, language arts, and English language development.

Principal's Experience

Mildred Arellano is the principal at River Glen. She has been in administration for the past 18 years and in education for 22 years.

Major Achievements

River Glen is nationally recognized as an outstanding Two-Way Bilingual Immersion Program. Every month we host a tour of educators from California, the United States, and from other countries, who wish to replicate our model. Teachers from other districts regularly shadow our teachers to learn from them.

Other honors:

- Applied for the National Blue Ribbon School honor
- Mary Dorrego-Csimma, a middle school teacher, was chosen California Association for Bilingual Education's (CABE)
- Teacher of the Year for 2005
- Met and surpassed the API (Academic Performance Index) goals set by the state
- Met and surpassed the AYP (Adequate Yearly Process) goals set by "No Child Left Behind"
- Met and surpassed the AMAO I and AMAO II goals set by "No Child Left Behind"

Parental Involvement

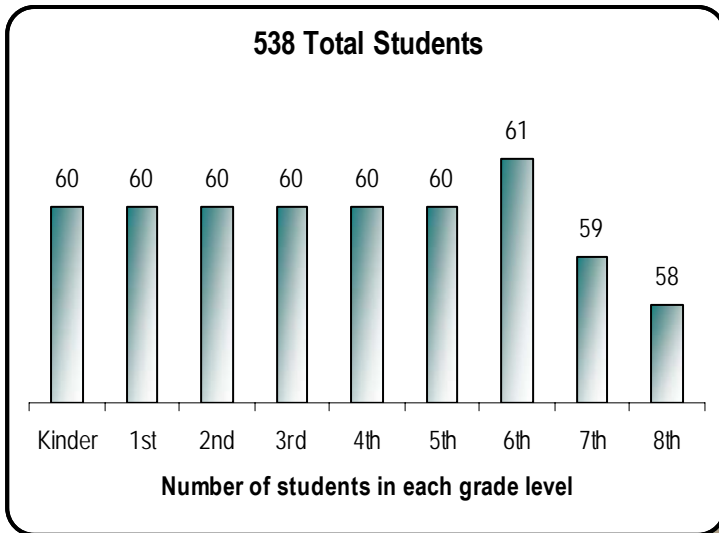
Parent Involvement, Governance: Our school's annual plan and some budget decisions are made by our School Site Council, which is made up of parents, teachers, and school staff. In addition, we have an English Language Advisory Committee (SELAC) for advice regarding issues for English Language Learners.

Parent Involvement, Volunteering: HABLA, our parent booster club has bimonthly meetings that include parent education sessions. HABLA has helped us raise funds for our art and music program, as well as technology. All parents are encouraged to come to HABLA events.

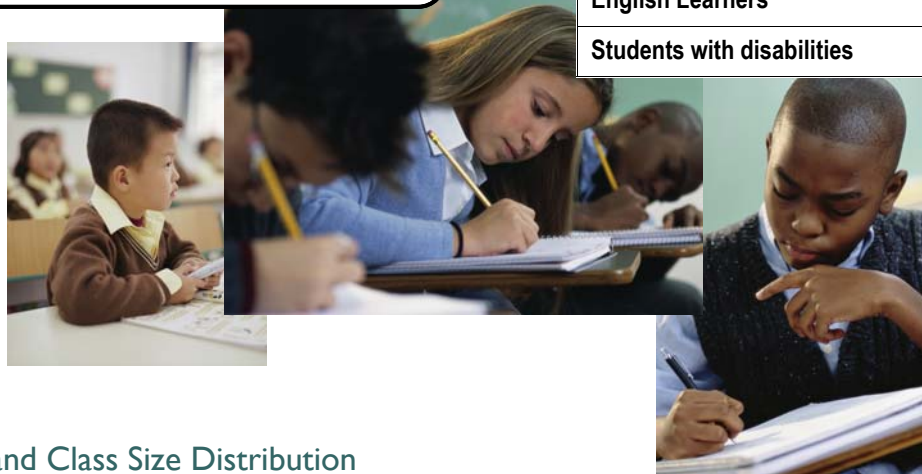
All teachers welcome volunteers to help in the classroom, for field trips and special projects. Many parents participate as volunteer reading tutors, to listen to students read. Parents also lead school clubs that take place after-school. To find out how you can volunteer, contact our school.

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.



Group	Percentage
African American	1.12 %
American Indian or Alaska Native	0.19 %
Asian	1.49 %
Filipino	0.19 %
Hispanic or Latino	68.22 %
Pacific Islander	0.19 %
White (Not Hispanic)	27.14 %
Multiple or No Response	1.49 %
Socioeconomically disadvantaged	50 %
English Learners	35 %
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	2			20.0	3			20.0	3.0		
1	20.0	3			20.0	3			20.0	3.0		
2	20.0	3			20.0	3			20.0	3.0		
3	30.0		2		30.0		2		30.0		2.0	
4	30.0		2		30.0		2		30.0		2.0	
5	28.0		2		30.0		2		30.0		2.0	
6												
K-3												
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).

Class Size

Average Class Size and Class Size Distribution

Subject	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+
English	25.0	2	4		27.0		6		29.0		8	
Mathematics	27.2		6		27.3	1	5		29.5		6	
Science	28.0		5		27.3		6		27.8		6	
Social Science	28.2		6		28.3		6		29.7		6	

This table displays, by subject area, 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

Date safety plan updated: September 2007

Date safety plan last reviewed with staff: October 2007

Students, parents, and staff participate in the School Climate Survey yearly. 96% of our community gives our school an "A" or a "B", with the vast majority giving it an "A".

At River Glen, we are a community, and every staff member is responsible for ensuring the safety of all children while at school. The staff monitors school grounds before the start of school, and after dismissal. Staff provides "valet" service to help children get out of the cars when they are driven to school. We have a crossing guard who helps children cross the street across from our school every morning and afternoon. We hold monthly fire drills and have an earthquake drill and disaster drill four times a year. Staff is in different teams, such as the search and rescue team, in case of disaster.

The School Safety Plan is revised annually and presented to the School Site Council yearly.

Homework

First through 8th grade teachers assign homework Monday through Thursday. In addition, all students are required to read for 20-30 minutes a day. We have two Homework Clubs, one for students in grades 2-5 and one for students in grades 1-8 to assist students with their homework.

Discipline

Teachers, parents, and students developed the school discipline plan, which closely mirrors the District's plan as delineated in "SJUSD Student and Parent Handbook". Mutual respect and support among staff and students is evident, and respect is the culture of the school. The staff has shown enthusiasm and commitment to student learning in working together to develop and carry out school policies.

We teach "Lifeskills" which are the skills students need to be good citizens, and the "Peacebuilders" program. We reward students for displaying positive behaviors at monthly assemblies and with "Bravo" coupons.

Suspensions and Expulsions—3 year comparison

	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Rate of Suspensions	1.5%	0.2%	1.5%	13.2%	12.6%	13.6%
Rate of Expulsions	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

River Glen School is located at 1088 Broadway Avenue, in the heart of Willow Glen. The cafeteria/multipurpose room, administration building, and three wings were totally renovated and a two-story building was built. Bathrooms were renovated in the summer of 2005 and the kitchen this past summer, 2006. River Glen now consists of 24 self-contained classrooms plus a resource room for the RSP and magnet resource teachers; an administration building, a media center/library, and several offices for support staff. The parents' groups have helped with campus beautification efforts and have generated funds for new playgrounds.

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 3, 2008	Good	Fair	Poor	Repair needed and action taken or planned
Gas leaks	✓			
Mechanical Systems		✓		Vents need dusting. Work order submitted 10/08
Windows/Doors/Gates (Interior and Exterior)	✓			Front windows need locks repaired
Interior Surfaces (walls, floors and ceilings)		✓		Paint peeling in Room 5; Ceiling tile missing in office, 4 floor tile missing in library. Work order submitted 10/08
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			Hole in ceiling Room D108. Work order submitted 10/08
Fire Safety	✓			
Electrical (interior and exterior)		✓		Lights out in kitchen hallway, Room 1, D106; exit signs missing in Room 5; Work order submitted 10/08
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
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	26	25	28	1496
Without Full Credential	1	0	0	68
Teaching Outside Subject Area of Competence	2	0	0	5

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.



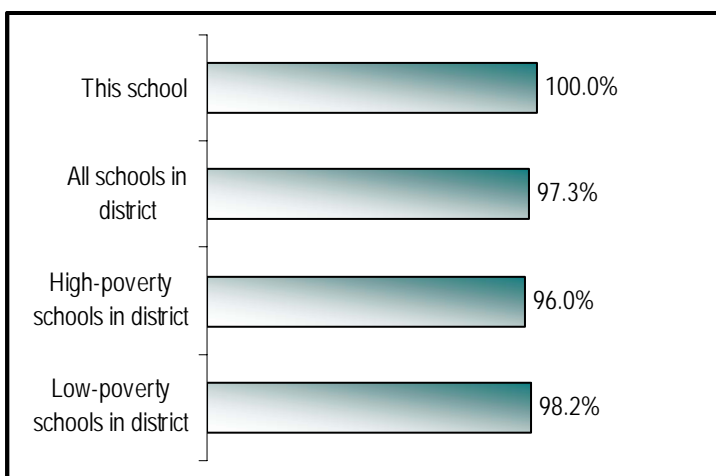
Teacher Misassignments and Vacant Teacher Positions

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

- Teacher misassignments (teachers assigned without proper legal authorization)
- Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.**
- 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).

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/>.

Evaluating/Improving Teachers

Teachers are evaluated annually, following the district's and the teacher's union guidelines. The evaluation process centers on standards and meeting individual goals. Evaluations are based on these goals, on student performance on state tests, and on in-class teaching strategies. Teachers new to River Glen receive immersion training, and new teachers are assigned a mentor teacher and receive assistance from our professional development coach. All teachers are provided opportunities to take additional training courses.

Professional Development

Teachers participate in River Glen's own staff development before the beginning of the school year, and at the end of the year in June. Teachers also attend District workshops and other conferences. Throughout the year, trainings are held in immersion strategies, curriculum design, assessment, evaluation, and standards planning. The three staff development days are dedicated to further training. The vast majority of the teachers attended Step Up to Writing training, GLAD training, Universal Access, and Differentiation Training.

Teachers work collaboratively to further their expertise in the teaching of biliteracy, and in teaching of reading, math, ELD, and writing. In addition, new teachers have a mentor or a BTSA coach. Our teachers always plan together, and this is tremendous support for new teachers. Three of our teachers are BTSA mentors.

Grade level teachers meet weekly to plan the curriculum and instruction. New teachers are very supported during these meetings. Furthermore, the resource teachers and the principal assist teachers through visitations, demonstrations, and in-class coaching.

The principal supports the teachers with observations and suggestions. Our resource teachers also assist in this manner. The team planning is an essential part of our program and of great mutual support. Teachers also participate in peer observations and peer coaching.

Professional development is provided during non-student days, the regular workday, after school, on weekends, and in the summer. Teachers are given the opportunity to attend workshops and conferences that support all aspects of the instructional program.

Teachers are supported during implementation by the principal, resource staff, peer collaboration and consultants through in-class coaching, lesson planning, student assessment, and evaluation, staff meetings and grade level team meetings.

Substitute Teachers

We are fortunate to have a group of qualified parents from our school who have their credentials to serve as substitutes. At other times, we rely on a list of preferred, qualified substitutes. In the rare cases when we cannot find a substitute for a class, the principal or a resource teacher will teach the class.

Support Staff

River Glen has 1.0 FTE Academic Counselor.

Curriculum

Reading and Writing

At River Glen, all students initially learn to read in Spanish. Formal English reading is added in third grade, and students continue learning to read and write in both languages throughout their school career. All students are expected to write in both English and Spanish, and we use the *Step Up to Writing* strategies to achieve writing competency in both languages. We use the district and state adopted textbooks in the appropriate language.

Math

The district-adopted materials are used for math. All instruction is standards-based. We also use Accelerated Math and 50 in a Minute math to practice computational skills. Math is taught in Spanish in grades K-5.

Science

The district-adopted materials are used for Science. Our teachers use GLAD strategies to teach Science. Instruction is standards-based.

Social Studies

The district-adopted textbooks are used for Social Studies. Our teachers use GLAD strategies to teach Social Studies. Instruction is standards-based.

Textbooks

Our district adopted new language arts textbooks in 2001-2002 to align with the state education standards. Math textbooks were adopted in 2002 and are based on the state's standards and requirements. We have enough books for all students in every area. Since many subject areas are taught in Spanish at River Glen, many of our district-adopted textbooks are in Spanish.

All students have their own textbooks in good condition. All students have access to all needed instructional materials.

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: http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf				

Specialized Programs

GATE

The district provides psychological evaluation to identify GATE students in our school. Parents are offered training sessions on parenting the GATE child about 5 times yearly. We also have regular meetings at the school site. A teacher representative attends GATE meetings to learn about the academic needs of the gifted child and then provides information for the staff during regular staff meetings. GATE resources are used to purchase materials for in-class extensions of the curriculum, after-school clubs, and parent and staff development.

Special Ed

A Student Study/Success Team meets with the families of children who may need speech therapy, who have a suspected learning disability, or whose behavior and attendance issues interrupt learning. A part-time nurse assists students with health needs.

A full-time resource specialist teaches students identified with a learning disability. This teacher provides pullout instructional services in accordance with the students' individualized educational plan. We also have a half-time speech and language teacher. Both these teachers are bilingual.

At-risk students

Parents of at-risk students are informed at the November conferences, and a plan is developed among teacher, parent, and child. At risk students receive services that include; help from adult tutors and instructional associates, additional instruction from resource teachers, extended day and/or extended year language arts and/or math interventions and Homework Club.

English language learners

The Two-Way Bilingual Immersion Program at River Glen fosters a very positive learning environment for all students. High standards for student achievement and success are in place. English Learners have full access to the curriculum since many subjects are taught in Spanish, and they serve as language models for other students. They develop their Spanish skills while learning English. English language development (ELD) is taught daily. The staff provides a strong support system for each student, with recognition for good behavior, achievement, and use of the target language. Almost all our staff members are bilingual and biliterate.

Students with disabilities

Our school meets the ADA requirements for the buildings and structures. Students with disabilities are supported according to their needs and their individualized learning plan.

After-school programs

We have several extended day programs. We have a Homework Club for students in grades 2-8. We have language arts, ELD, and math classes for students who need the extra support in order to succeed. We also have the After-School All Stars program for students in grades 1st through 8th that provides homework assistance, clubs, and after-school activities. Daycare, provided by "Estrella" is available on campus.

Tutoring

Title I adult tutors provide support in the classroom to students in 3rd through 5th grade. Students in grades K-5 also receive support and assistance from the Instructional Associates. Furthermore, we have volunteer parent tutors who read with children.

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	\$8,627	\$3,482	\$5,145	\$68,662
District	\$9,107	\$3,912	\$5,195	\$65,633
Percent Difference - School Site and District	-5.27%	-10.99%	-0.96%	4.62%
State			\$5,300	\$65,008
Percent Different - School Site and State			-2.92%	5.62%

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).

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)

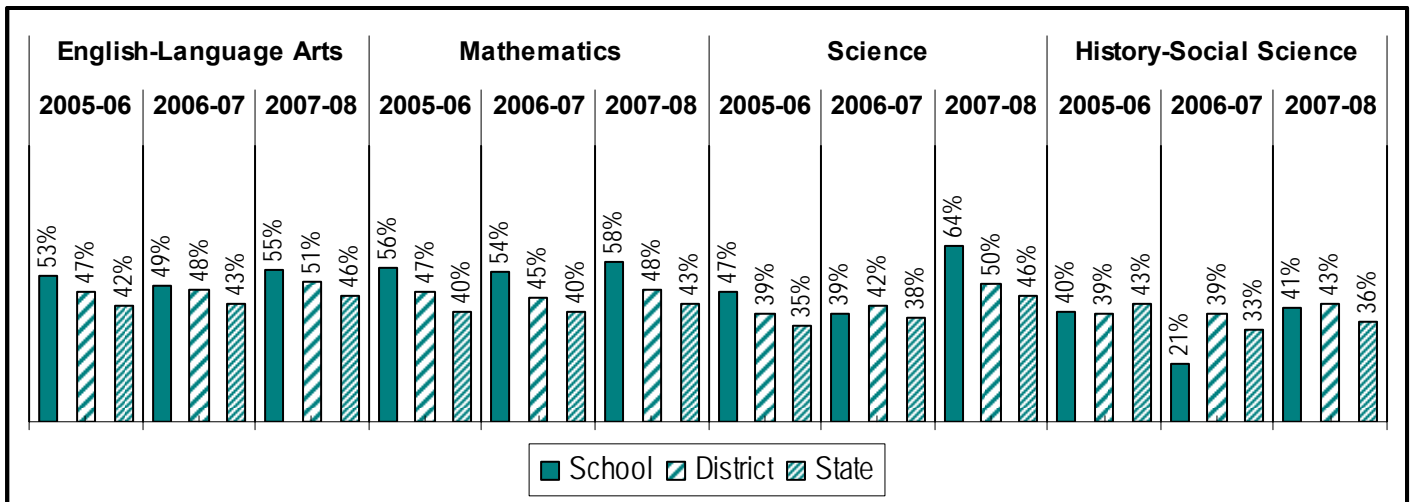
The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- 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.*

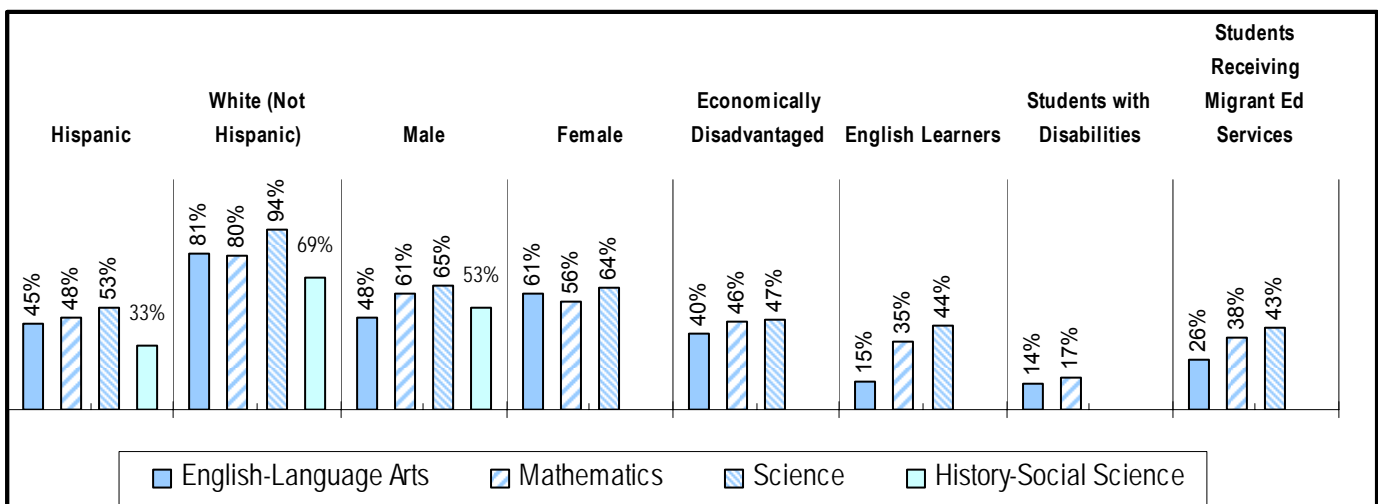
California Standards Test (CST) All Students—Three-Year Comparison

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	7	7	6
Similar Schools	8	8	3

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	21	-19	38	813
Hispanic or Latino	18	-26	46	771
White (Not Hispanic)	19	17	-6	919
Socioeconomically disadvantaged	17	-20	45	762
English Learners	24	-34	53	741
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
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.		

Federal Intervention Program (School Year 2008-09)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		11.5%
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

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	36.7%
7	52.2%

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/tg/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.