CA Jacobs Intermediate School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011-12 school year. School finances and school completion data are reported for the 2010-11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

I.   About This School

Contact Information (2012-13 School Year)

School Name	CA Jacobs Intermediate	**District Name**	Dixon Unified
Street	200 North Lincoln St	**Phone Number**	707-678-5583
City, Street, Zip	Dixon, Ca 95620-3209	**Website**	www.dixonusd.org
Phone Number	707-678-9222	**Assistant Superintendent**	Brian Dolan
Principal	Cindy Moody-Perkins	**Email Address**	bdolan@dixonusd.org
Email Address	cmoody-perkins@dixonusd.org	**CDS Code**	4870532651023

Principals Message: (2011-12 School Year)

C.A. Jacobs Intermediate School (CAJ) prides itself on being a culture of practice and procedures rather than one focused solely on rules and consequences. The faculty, administration, and support staff provide an exemplary learning environment. Academic learning is the primary focus of the school, but our teachers operate on the principle that a caring environment that fosters self-esteem and individual development is the best road toward learning.

Departments meet regularly during common planning time (CPT) to discuss student progress towards the mastery of grade level standards. This time also allows for collegial dialogue on how to ensure that all students receive standards instruction in all areas. All departments collaborate in regards to aligning state standards, using benchmark and mastery levels in order to determine student strengths and weaknesses that in turn help teachers refine their teaching to better meet the needs of every student.

Our beginning teachers participate in Beginning Teacher Support and Assessment (BTSA). All staff are encouraged and expected to actively participate in the sharing of best practices through staff-led professional development. This approach allows colleagues to share their teaching repertoire across content areas. Staff-wide professional development is provided at monthly staff meetings and CPTs by our own teacher experts in the areas of literacy, creating a positive and safe climate, making data-driven decisions, creating a community of learners, and promoting all students' success. The staff is very open to innovative ideas that will address all of students' success.

Every teacher has identified target students from each class who scored just below or just above proficient on the California Standards Test (CST) in math and/or language arts. Individual test chats are held with all students to discuss last year's test results and set academic goals for the current year. Students, teachers, departments, and the staff as a whole each create SMART Goals.

CAJ's master schedule changes each year to reflect individual student needs. During the 2011-12 school year CAJ initiated three new math courses (Pre-Algebra Support, Algebra Support, and an accelerated Algebra course). The support classes are designed to increase academic success to students who are struggling in math while our accelerated Algebra course which provides a deeper level of understanding in the concept addressed in our regular Algebra class. Also new during the 2011-12 school year is the implementation of a high intensity English Language Development program. This program is designed to ensure that our English Learners reach higher levels of language proficiently through language accelerated methods that provide a vocabulary-rich and grammatically correct environment.

During the 2009-10 school year CAJ implemented a Curriculum Support class for special education students. The class is based on an "Avid" like concept and gave students the extra support they needed to stay organized and focused on their academics. A frontloading course was piloted in ELA. This course was designed to pre-teach vocabulary and frontload key concepts in order to get students ready to take a regular core period. This course increased rigor, exposed lower performing students to higher levels of questioning, and exposed more students to a grade level core. Additionally all double period ELA teachers were trained and successfully implemented Language Boards. We are the first Jr. High School to successfully implement the strategy at our level.

After school intervention in math and/or language arts is required for all students who score below basic and far below basic on benchmark assessments. During the 2011-12 school year CAJ provided 3 levels of intervention after the school day.

- Our most at risk English language learners and provided them with tutoring every day after school for two hours a day.
- The STAR Academy for students who fit into all three of the following categories: SED, EL, Hispanic. The STAR academy was a 10 week standards based program for students nearing proficient to give them a boost on the CST's.

- Tutors from U.C. Davis provided tutoring for our ELA program. The tutoring was for 1 hour a day 5 days a week. Students were selected to attend tutoring based on benchmark assessment results. There were no "subgroup" criteria to attend this tutoring program.

CAJ presented informational seminars for the parents of English Language Learners/Title 1 students. Parent participation averaged 40 parents attending each presentation. The parents communicated at our end of the school year that it was the first time they felt like they are a part of the school community. CAJ's Parent/Teacher Organization helps to fundraise for events, volunteer at the school, and supports our staff and students throughout the year. Through parent, community members and staff CAJ runs a successful athletic program that revolves around volunteer coaches offering our students volleyball, basketball, cross-county, wrestling, soccer, and track and field. These extracurricular activities provide our students with team building skills, develops social skills with peers, sportsmanship, self-esteem and goal setting skills.

Students at C.A. Jacobs are guided by specific rules and classroom expectations that promote respect, responsibility and safety. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The school uses BEST (Building Effective Schools Together) a positive behavioral support program to implement positive school rules, rule teaching, and positive reinforcement. At the beginning of the year students receive a student planner which not only provides a resource to keep account of homework and projects that need to be completed, but also contains CAJ's student handbook of school rules and discipline polices.

Due to CAJ's PI status (Year 3) a DSLT was created. The group evaluated the school finances, targeted areas for student growth, and explored professional development opportunities to implement for the 2012-2013 school year.

MISSION AND VISION STATEMENTS

Our mission is: "Our Students' Success is what we Address." Self-reflection of our mission helped us create our four points of our vision which include: data-driven decision making, fostering a community of learners, creating a positive and safe climate, and promoting all students' success.

Parental Involvement (2012-13 School Year)

Contact Person:	Cindy Moody-Perkins	Contact Person Phone #:	707-678-9222

Community input is encouraged. Parents play an important role at C.A. Jacobs through the active participation and involvement in the School Site Council, Parent Teacher Association, English Language Advisory Council, various annual events, and volunteering their services in classrooms and

extracurricular activities. The C.A. .Jacobs' PTO is also directly involved in hosting an annual parent university which provides resources for parents based on community input.

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2009 - 2010				2010 -2011				2011-2012			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	13	23	0	27	9	12	10	30	2	16	2
Mathematics	21	8	15	1	28	0	20	2	28	2	19	0
Science	29	1	18	1	31	0	17	6	30	0	15	3
Social Science	28	2	16	1	30	0	15	3	30	0	14	4

Student Enrollment by Grade Level (2011-12 School Year)

This table displays the number of students enrolled in each grade level at the school

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	282
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	287	Total Enrollment	569

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Student Enrollment by Group (2011-12 School Year)

This table displays the percent of students enrolled at the school who are indentified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.0	White (not Hispanic)	36.5
American Indian or Alaska Native	--	Two or More Races	--
Asian	1.1	Socioeconomically Disadvantaged	47.5
Filipino	--	English Learners	33.3
Hispanic or Latino	56.6	Students with Disabilities	10.1
Native Hawaiian or Pacific Islander	--	n/a	

II.   School Safety and Facilities

School Safety Plan (2011-12)

This section provides information about the school's comprehensive safety plan.

Date School Safety Plan last reviewed:	January 25, 2011

The C.A. Jacobs Safe School Plan is a work in progress that addresses the wide range of needs

of the school community in order to provide a safe environment for students to learn. The safe school plan is developed by a safety committee in conjunction with the school site council, and is updated annually, or as needed, to reflect the changing needs of the school and the school population. It includes a schedule of fire and earthquake drills as well as evacuation routes for an array of emergency situations. An annual school wide evacuation drill is planned in the spring of each year. The goal of the safety committee is to design the plan so that it is an easily understood resource manual for staff in case of any type of emergency situation.

During the end of the 2010-11 school year the entire staff received training in BEST (Building Effective Schools Together) a program based on positive behavior supports that help schools develop and implement positive school rules, rule teaching, and positive reinforcement systems schoolwide. This positive behavioral approach which is designed to reduce behavior problems and create an environment more conducive to learning was fully implemented schoolwide at the beginning of the 2011-12 school year.

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total of incidents divided by the total enrollment) at the school and the district levels for the most recent three-year period. _Total number of at-home suspensions divided by total number of students accounted in CBEDS for 11-12._

	School			District		
	2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-12
Suspension Rate	50.5	33.0	26.4	.6	14.0	9.5
Expulsion Rate	.8	1.9	2.2	.5	.5	.5

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, restrooms and a description of any planned or recently completed facility improvements.

C.A. Jacobs was built in 1964 with 8 classrooms and an office. In 1968 The Gym, Library and Science classrooms were added to the campus. We now have 16 classrooms, 9 portables, library, band room, computer lab and a multi-purpose room. In 2003 C.A. Jacobs underwent a major building modernization which was completed in 2003/2004 school year.

The principal works with the janitorial staff weekly to ensure the school is safe and clean. There are 2 janitors who work during the day and evening cleaning our campus. A work order process is used so the district maintenance staff can keep repairs completed in a timely manner.

Planned Improvements (2011-12 School Year)

N/A

School Facility Good Repairs Status (2011-12 School Year)

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

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation and air conditioning), Sewer	X			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)		X		
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms and common areas)	X			
Electrical: Electrical Systems (interior and exterior)	X			

Bathroom/Fountains: Restrooms, Sinks/Drinking Fountains (interior/exterior)	X			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior/exterior)		X		
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			
Overall Summary:		X		
Date of Inspection:	January 2012			
Completion Date of Inspection Form:	January 2012			

III. Curriculum and Instructional Materials

Quality, Currency and Availability of Textbooks and Instructional Materials (2012-13 School Year)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at this school; the year of the most recent adopted materials; and information about the school's use of any supplemental curriculum or non adopted textbooks or instructional materials.

C.A.Jacobs is compliant with the Williams Act in all core content areas.

Subject Area	Textbook Title/Publisher	Year of Adoption
English-Language Arts	McGraw Hill	2012
Mathematics	McDougal	03-04
History-Social Science	Holt, Rinehart and Winston	06-07
Science	Prentice Hall	08 - 09
Other	--	--
		Yes / No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials		Yes due to waiver of new adoption cycle by State

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Availability of Textbooks and Instructional Materials

Core Curriculum Area	Percent of Pupils who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	CAJ is compliant with the Williams Act
Mathematics	CAJ is compliant with the Williams Act
Science	CAJ is compliant with the Williams Act
History-Social Science	CAJ is compliant with the Williams Act
Foreign Language	--
Health	--
Visual and Performing Arts	--
Science Laboratory Equipment (9-12)	--

Textbook Information Collection Date:	November 2012

Textbook Insufficiency (if applicable)

N/A

Standardized Testing and Reporting Results for All Students – Three Year Comparison

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CST's); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CST's show how well students are doing in relation to the state content standards. The CST's include English-language Arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine though eleven. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CST's with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations or modifications of the CMA with accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR program can be found in the Explaining 2010 STAR Program

Results to the public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf

Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	52.7	55.5	60.7	48.0	50.0	50.4	52.0	54.4	57.2
Mathematics	51.8	56.2	61.0	42.3	44.3	45.3	48.1	50.4	51.5
Science	66.7	64.4	70.6	52.6	49.7	53.4	53.6	57.0	59.5
History-Social Science	41.8	41.8	56.5	40.6	41.6	46.2	44.4	47.7	48.8

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	51.9	55.1	59.5	48.8
All Students at the School	60.7	61.0	70.6	56.5
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	46.9	50.0	59.0	44.0
Native Hawaiian or Pacific Islander	--	--	--	--
White (Not Hispanic)	79.8	74.4	81.0	69.0
Two or More Races	--	--	--	--
Male	55.0	49.0	67.0	57.0
Female	66.0	66.5	74.0	51.1
Economically Disadvantaged	45.3	48.7	47.5	47.5
English Learners	34.1	41.1	13.3	13.3
Students with Disabilities	19.6	17.6	20.0	7.0
Students Receiving Migrant Education Services	--	--	--	--

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California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	88.5	67.9	45.5
9	N/A	N/A	N/A

IV.   Accountability

Academic Performance Index

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 1000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – *Three Year Comparison*

This table displays the school's statewide and similar schools API ranks. The statewide API is a 1 to 10 ranking. A statewide rank of 1 means the school has an API score in the lowest 10 percent of all schools in the state; while a statewide rank of 10 means that the school has an API score in the highest 10 percent 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 the school's academic performance is better than at least 90 of the 100 similar school.

API Rank	2009	2010	2011
Statewide	6	6	5
Similar Schools	9	5	2

Academic Performance Index Growth by Student Group – *Three Year Comparison*

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	11	-2	28
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	11	-19	29
Native Hawaiian or Pacific Islander	--	--	--
White (Not Hispanic)	15	-4	45
Two or More Races	--	--	--
Socioeconomically Disadvantaged	20	6	20
English Learners	31	-26	9
Students with Disabilities	--	--	

Academic Performance Index Growth by Student Group – *2012 Growth API Comparison*

Group	2012 Growth API		
	School	District	State
All Students at the School	28	7	10
Black or African American	--	--	14
American Indian or Alaska Native	--	--	9
Asian	--	--	7
Filipino	--	--	10
Hispanic or Latino	29	8	11
Native Hawaiian or Pacific Islander	--	--	12

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White (Not Hispanic)	45	13	8
Two or More Races	--	--	13
Socioeconomically Disadvantaged	20	6	11
English Learners	9	-1	10
Students with Disabilities	--	10	14

Adequate Yearly Progress

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 AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2011-12 School Year)

AYP Criteria	School	District
Overall	100	100
Participation Rate – English Language Arts	100	100
Participation Rate -- Mathematics	100	100
Percent Proficient – English Language Arts	60.7	51.9
Percent Proficient – Mathematics	61.0	55.1
API	801	754
Graduation Rate	--	78.1

Federal Intervention Program (2011-12 School Year)

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 (ELA 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District

Program Improvement Status	Yes	Yes
First Year of Program Improvement	2009-10	2008-09
Year in Program Improvement	Year 3	Year 4
Number of Schools Currently in Program Improvement	--	4
Percent of Schools Currently in Program Improvement	--	50.0

V.   Teachers and Support Staff

Teacher Credentials

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

Parents may request information regarding the professional qualifications of their child's teacher(s) and teacher(s)' aide(s).
Detailed information regarding teacher credentials can be found at: http://www.ctc.ca.gov/

Teachers	School			District
	2009-10	*2010-11*	*2011-12*	*2011-12*
With Full Credential	28	26	25	171
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	--	0	0	0

Vacant Teacher Positions and Teacher Misassignments

Indicators	School		
	2009-2010	**2010-2011**	**2011-2012**
Vacant Teacher Positions	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Class Taught by No Child Left Behind Compliant Teachers (2011-12 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Complaint Teachers
This School	100	0
All Schools in District	99.5	.5
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	--	--

Professional Development

This section provides detailed information on teacher and staff and the process in which they are trained for instructional improvement.

Wednesday's are early release days that provide teachers the opportunity to meet as a department to analyze data, lesson plan, and discuss positive teaching strategies. Wednesdays are also used to provide staff wide professional development opportunities.

Professional Development Days

The sections provides information on the annual number of school days provided for staff development for the most recent three-year period.

Indicator	Professional Development Days		
	2009-10	2010-11	2011-12
Number of school days dedicated to staff development	3	3	3

Counselors, and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic

		Counselor
Academic Counselor	1	570
Counselor (Social/Behavior or Career Development)	Included in Academic Counselor	Included in Academic Counselor
Librarian	0	--
Library Services Staff	.5	--
Psychologist	.5	--
Social Worker	0	--
Nurse	.1	--
Speech/Language/Hearing Specialist	.5	--
Resource Specialist (non-teaching)	.5	--
Other	--	--

VI.   Teachers and Support Staff

Expenditures Per Pupil and School Site Teacher Salaries (2010-11 Fiscal Year)

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/.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$4106.00	$257.00	$3849.00	
District			$6,850.00	$62,008.00
State			$8,323.00	$67,871.00

Teacher and Administrative Salaries (2010-2011 Fiscal Year)

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	$36,495.00	$38,725
Mid-Range Teacher Salary	$55,593.00	$59,717

Highest Teacher Salary	$74,377.00	$77,957
Average Principal Salary (Elementary)	$86,806.00	$95,363
Average Principal Salary (Middle)	$97,878.00	$98,545
Average Principal Salary (High)	$101,018.00	$107,031
Superintendent Salary	$168,566.00	$149,398
Percent of Budget for Teacher Salaries	40.75%	37.20%
Percent of Budget for Administrative Salaries	5.24%	5.85%

VII.   Data Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at 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 Process [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing and data pertaining to 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.