



# Jefferson Elementary School

Redondo Beach  
California



600 Harkness Lane, Redondo Beach, CA 90278

2012-13 School Accountability Report Card ~ Published in 2013-14

## Redondo Beach Unified School District

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Mrs. Kara Heinrich

### Superintendent

Dr. Steven Keller

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## RBUSD

### Mission Statement

*We, in the Redondo Beach Unified School District, are dedicated to providing every student with the knowledge and skills necessary to succeed in a global society, today, and in the future.*

1401 Inglewood Avenue  
Redondo Beach, CA 90278  
310-379-5449  
www.rbusd.org

## School Description and Mission Statement

### School Description

Jefferson Elementary School is located in Redondo Beach and services students from kindergarten through the fifth grade. One of eight elementary schools in Redondo Beach, Jefferson provides a comprehensive student-centered environment. The school community collaborates to ensure a positive, productive learning atmosphere for all students. Jefferson believes in opening the doors to college early in a child's education and therefore works with all students on goal-setting, project-based learning and exposure to higher education and career models in order to prepare students for the next steps in their education. Curriculum is enhanced through critical thinking and project-based skills and strategies, with a focus on Science, Technology, Engineering, the Arts and Mathematics (STEAM) activities and learning. Students are required to demonstrate knowledge and understanding through a variety of academic activities and projects. These activities involve higher order thinking skills and encouraged students to explain and expand, illustrate, and apply their learning on an on-going basis. Student support services include, but are not limited to: a school counselor, part-time nurse and school psychologist, part-time English Language Development instructional assistant and Lead Teacher, Lead Technology Teacher, and Lead GATE teacher, 4/5<sup>th</sup> science teacher, 2 PE coaches, as well as full-time health clerk, librarian, speech therapist, and Learning Center teachers.

Jefferson focuses on educating the whole child. Students are provided with skills necessary to reach and excel beyond the standards for academic success paired with citizenship and leadership skills. These are key pieces to the Jefferson educational program. Students are provided with enriching opportunities to contribute to the school organization through Student Conflict Resolution Teams, 5<sup>th</sup> Grade Happy Helpers, Upper-to-Primary-Reading Buddies, Cross-Age Peer Tutors, Occupational Handicap and Deaf and Hard of Hearing student program helpers, Green Student Ambassadors, and through our Safe School Ambassador program. Jefferson students and staff participate in the above programming to promote positive character building, conflict resolution strategies and improve relationships within and throughout the school community. Jefferson Elementary offers a modernized combined school library and a computer lab, "The Cybrary", with individual student work stations and a variety of genre and texts to check out. In partnerships with the Beach Cities Health District, students are provided co-curricular instructional programs such as MindUp, Moving Children, and LiveWell Kids. Choral, instrumental music and theater arts programs are offered from 1<sup>st</sup> – 5<sup>th</sup> grade. In addition to curricular programs offered during the school day, Jefferson partners with local companies and business to offer a variety of enriching after-school academic, second language, visual and performing arts, and sports-based programs. We welcome you to come visit our inspiring Jefferson community!

### Mission Statement

Our vision at Jefferson is to foster critical thinkers and problem solvers who will contribute to the greater society and compete successfully in the global economy.

## Opportunities for Parental Involvement

A significant component to Jefferson's success is contributed to a devoted relationship with our parents and the outlying supportive community. Joint decision making is accomplished among staff and parents through the School Site Council and PTA Board as well as through a variety of volunteer leadership opportunities available to parents in the following ways:

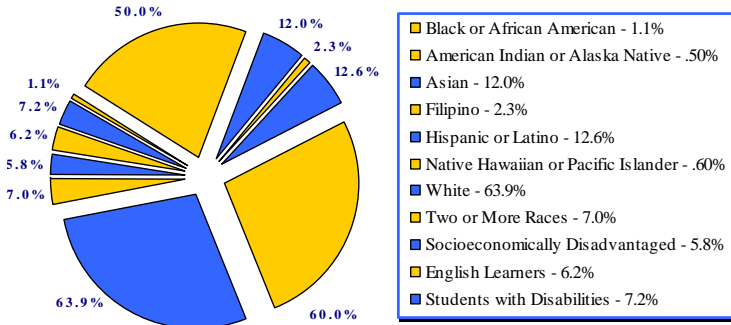
### PTA Board and/or PTA Committee Members:

- Reflections Art Program
- Assembly Coordinator
- Fundraising Committees
- Red Ribbon Week Chair and Co-Chairs
- Communication Liaison
- Green Committee
- Family Math Night Committee
- Running Club Chair(s)
- Hospitality Committee
- Dining with the Dolphin Committee
- Volunteer Coordinator
- Talent Show Committee
- Family Reading Night Committee
- Read-a-Thon Coordinators
- Jog-a-Thon coordinators
- Family Movie Night Event
- Mother/Son and Father/Daughter Events Coordinator, Chairs and Volunteers
- Book Fair coordinators
- Science Fair and Family Night Committee
- School Site Council Member
- Beautification Committee
- Green Committee
- Nutrition & Gardening Docent
- Hands on Art Docent
- Red Ribbon Week Committee
- Safe School Ambassador Program Volunteer
- Yearbook Committee
- Room Parent Representative and/or Classroom Volunteer
- Jump Rope For Hear Chair and Committee member
- Modernization Organization Volunteers
- Earth Week Chair and Committee

### Student Enrollment by Grade Level (2012-13)

Kdg	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
103	115	111	113	105	95	642

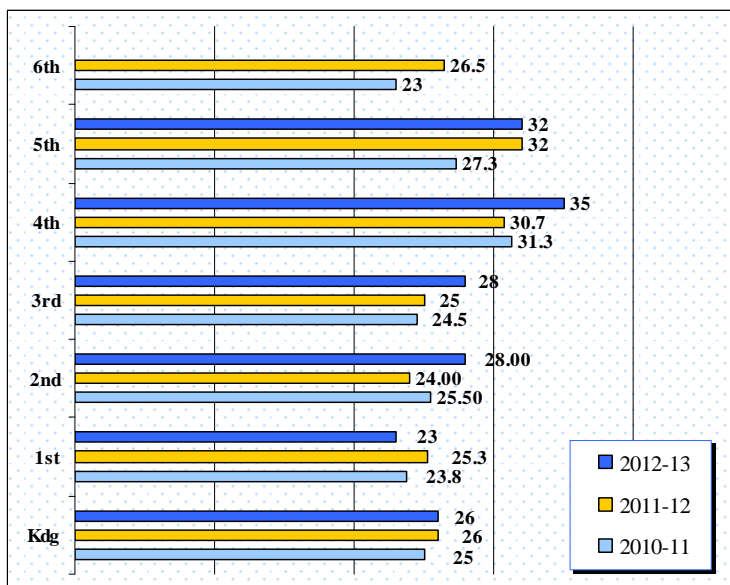
### Student Enrollment by Subgroup (2012-13)



### Class Size Distribution

Yr.	Grade Level	Number of Classes		
		1-20	21-32	33+
2010-11	K		4	
	1		5	
	2		4	
	3		4	
	4		2	1
	5		3	
2011-12	K		4	
	1		4	
	2		5	
	3		4	
	4		3	
	5		2	1
2012-13	K		4	
	1		5	
	2		4	
	3		4	
	4			3

### Average Class Size



**Suspensions and Expulsions** This table displays the rate of suspensions and expulsions at the school and district levels for the most recent three-year period.

RATE	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	<b>0.0</b>	<b>0.0</b>	<b>.46</b>	<b>4.12</b>	<b>2.7</b>	<b>2.8</b>
<b>Expulsions</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.11</b>	<b>.08</b>	<b>.07</b>

## School Safety Plan

School safety is a top priority at Jefferson. The school has a comprehensive school safety plan which encompasses all aspects of school safety and incorporates a three-tiered level of response. All staff is assigned emergency positions and roles in the event of an actual emergency. Each staff member maintains a copy of the plan with an emergency supplied backpack and practices response to the plan on a regularly during the school year. In the Fall two full disaster drills (simulated earthquakes) are held practiced. All staff members and students participate in the evacuation process, in addition to role playing emergency scenarios. Staff and students practice lock-down drills each trimester (3x a yr), and fire drills on a monthly basis. Along with each RBUSD site and the district office, Jefferson updates of Emergency Plans annually to align with the State Emergency Management System (SEMS). The plan links communication, resources, services and facilities in an up-to-date plan. A copy of the plan is available for viewing in the school office.

## School Facility Conditions and Planned Improvements

Measure C concluded at Jefferson with the modernization of campus with the rebuilding and modernization of a new school Student Services office building, remodeled Cybrary, a modernized cafeteria entrance with new student restrooms, installation of energy efficient classroom windows, sills, and blinds, additional bungalow modules which include an Art Room and Science Lab, drought resistant landscaping and outside seating waiting areas, wrought iron fencing encompassing the perimeter of campus, wrought iron gates, and increased availability of community access facilities and further enhancements to fire, public address and alarm systems. Measure Q is currently in progress. A solar panel shade structure will be constructed to produce and maintain Jefferson's electrical needs. In addition, the site will be updated with internal internet wiring and hubs to expand bandwidth capabilities. Each classroom will be 21st century equipped to include a colored laser printer and teacher laptops. The incorporation Chromebooks for 3<sup>rd</sup>-5<sup>th</sup> students and tablets in K-2 will be deployed in the following school year, with the implementation of the Illuminate data system.

## School Facility Good Repair Status (School Year 2013-14)

Items Inspected	Repair Status			Repairs Needed and Action
	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	✓			
<b>Interior: Interior Surfaces</b>	✓			
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	✓			
<b>Electrical: Electrical</b>	✓			
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	✓			
<b>Safety: Fire Safety, Hazardous Materials</b>	✓			
<b>Structural: Structural Damage, Roofs</b>	✓			
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	✓			

Overall Rating (School Year 2012-13)

**Exemplary**

## TEACHERS Teacher Credentials

This table displays the number of teachers with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District 2012-13
	2010-11	2011-12	2012-13	
<b>With Full Credential</b>	<b>25</b>	<b>27</b>	<b>26</b>	<b>376</b>
<b>Without Full Credential</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Teaching Outside Subject Area of Competence</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Support Staff 2012-13

The following is support staff & their fulltime equivalent. The average number of students per Academic Counselor is 642.

<b>Academic Counselor</b>	<b>1</b>
<b>Librarian</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Health Aide</b>	
<b>Speech/Language/ Hearing Specialist</b>	
<b>Resource Specialist</b>	

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

This table displays the % of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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 Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

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

## Professional Development

Jefferson's professional development plan is developed through goal setting and an analysis of CST, District Benchmarks results, classroom observation and grades, SPSA goals, RBUSD goals for improving student achievement, and teacher desired need. Our plan focuses on the implementation and measurement of the California Common Core standards, adopted curriculum, research-based instructional methods, and assessment and accountability. Jefferson student performance data, district-wide goals, and teacher request provide the basis for identification of staff professional development. Teachers have received training in the implementation of the Common Core ELA Standards, MindUp, Thinking Maps, Direct Interactive Instruction (DII), Formative Assessment, Response-to-Intervention (RTI), Guided Reading, and district-wide grade level articulation in ELA and mathematics to support instruction, and usage of Illuminate to monitor student achievement and adherence to the curriculum. Currently Jefferson teachers are receiving training on the Common Core Mathematics Standards and practices as we transition into Common Core.

New teachers are provided additional support and mentoring through the Beginning Teacher Support and Assessment (BTSA) program. Mentor teachers provide guidance for the new teacher in the identification and achievement of professional development goals that mirror our site's focus on student achievement in addition to building content and instructional knowledge to support professional development. Weekly common core, data analysis, and curriculum development occur within grade level professional development sessions, monthly full staff common core professional development, on-site training in site focus areas, district workshops, educator conferences, RBUSD new teacher orientation, BTSA, educational readings and research, curricular adoptions, and regularly scheduled minimum days are examples of opportunities provided to ensure research-based professional development.

The Beach Cities Health District, a Redondo community-based health and wellness agency, funds the District-wide Moving Children, LiveWell Kids programs and assists in providing staff professional development. In addition to promoting healthy eating and nutrition through individual classroom Nutrition Documents and lesson plans, the site is provided with 8 Minute Morning Exercises to begin each day as a whole school through music, motion, cardio, and yoga. Other district sponsored training for all teachers includes in-services to maximize use of newly adopted curriculum, textbooks and/or programs.

## CURRICULUM AND INSTRUCTIONAL MATERIALS

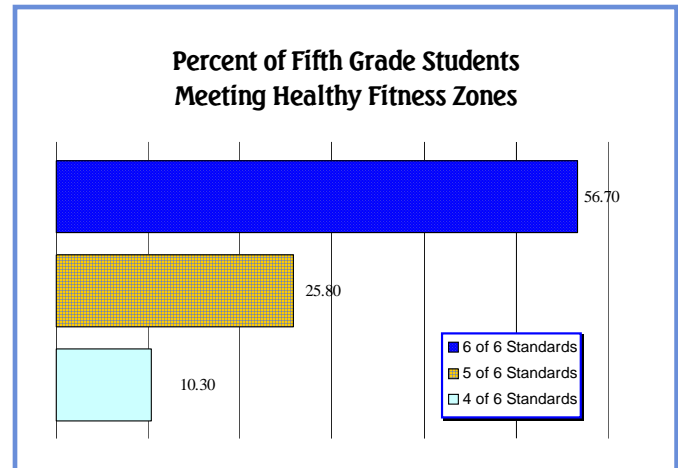
### Quality, Currency, and Availability of Textbooks and Instructional Materials (2013-14)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This information was received and approved by the Board of Education on September 24, 2013.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	% of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/Language Arts	K-5 Houghton Mifflin Reading	0%
Mathematics	K-5 Houghton Mifflin Math	0%
Science	K-5 Houghton Mifflin Science	0%
History-Social Science	K-5 Harcourt Social Studies	0%

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE Website [Physical Fitness Testing \(PFT\)](#).



## STUDENT PERFORMANCE

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).



## Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). 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.

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	87	87	85	74	78	78	54	56	55
Mathematics	91	88	86	67	69	67	50	51	50
Science	89	84	95	82	84	82	57	60	59
History-Social Science	n/a	n/a	n/a	70	72	74	48	49	49

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level for the most recent testing period. 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.

Group	Percent of Students Scoring at Proficient or Advanced			
	English Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	67	82	74
All Students at the School	85	86	95	n/a
Male	79	87	98	n/a
Female	90	86	92	n/a
Black or African American	n/a	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a	n/a
Asian	93	95	100	n/a
Filipino	100	100	n/a	n/a
Hispanic or Latino	79	80	80	n/a
Native Hawaiian or Pacific Islander	n/a	n/a	n/a	n/a
White	83	85	98	n/a
Two or More Races	93	93	n/a	n/a
Socioeconomically Disadvantaged	60	57	n/a	n/a
English Learners	52	70	n/a	n/a
Students with Disabilities	54	65	n/a	n/a
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

## ACCOUNTABILITY

### 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 on the CDE [Academic Performance Index \(API\) Web page](#).

### API Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	7	6	6

### Academic Performance Index Ranks

The statewide API rank ranges from one (lowest) to ten (highest). The schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

## Academic Performance Index

Growth by Student Group Three-Year Comparison	Group	Actual API Change		
		2010-11	2011-12	2012-13
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/D" means that no data were available to the CDE or LEA to report.	All Students at the School	-4	-2	-5
	Black or African American			
	American Indian or Alaska Native			
	Asian	-10	16	-7
	Filipino			
	Hispanic or Latino			
	Native Hawaiian or Pacific Islander			
	White	-4	-1	-7
	Two or More Races			
	Socioeconomically Disadvantaged			
	English Learners			
	Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	415	936	6,442	887	4,655,989	790
Black or African American	4		436	826	296,463	708
American Indian or Alaska Native	1		31	835	30,394	743
Asian	63	965	739	939	406,527	906
Filipino	12	997	179	919	121,054	867
Hispanic or Latino	60	902	1,458	830	2,438,951	744
Native Hawaiian or Pacific Islander	4		62	871	25,351	774
White	256	934	3,262	908	1,200,127	853
Two or More Races	15	941	275	892	125,025	824
Socioeconomically Disadvantaged	35	821	1,492	824	2,774,640	743
English Learners	30	869	613	805	1,482,316	721
Students with Disabilities	47	824	819	750	527,476	615

### 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 can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

AYP Overall and by Criteria (School Year 2012-13)	School	District
<b>Made AYP Overall</b>	<b>Yes</b>	<b>No</b>
<b>Met Participation Rate - English-Language Arts</b>	<b>Yes</b>	<b>Yes</b>
<b>Met Participation Rate - Mathematics</b>	<b>Yes</b>	<b>Yes</b>
<b>Met Percent Proficient - English-Language Arts</b>	<b>No</b>	<b>No</b>
<b>Met Percent Proficient - Mathematics</b>	<b>No</b>	<b>No</b>
<b>Met API Criteria</b>	<b>Yes</b>	<b>Yes</b>
<b>Met Graduation Rate</b>	<b>N/A</b>	<b>Yes</b>

“Yes” Met 2012 AYP Criteria “No” Did not Meet 2012 AYP Criteria

### Federal Intervention Program (2013-14)

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	<b>Not in PI</b>	<b>In PI</b>
<b>First Year of Program Improvement</b>		<b>2012-13</b>
<b>Year in Program Improvement</b>		<b>Year 1</b>
<b>Number of Schools Currently in Program Improvement</b>	<b>N/A</b>	<b>2</b>
<b>Percent of Schools Currently in Program Improvement</b>	<b>N/A</b>	<b>50.0%</b>

## SCHOOL FINANCES

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
<b>School Site</b>	<b>7626.27</b>	<b>2500.83</b>	<b>5125.45</b>	<b>67341.01</b>
<b>District</b>			<b>5361.19</b>	<b>71,706</b>
<b>Percent Difference School Site and District</b>			<b>-4.4%</b>	<b>-7.4%</b>
<b>State</b>			<b>5,537</b>	<b>67,106</b>
<b>Percent Difference School Site and State</b>			<b>-6.1%</b>	<b>-1.0%</b>



## Teacher and Administrative Salaries (Fiscal Year 2011-12)

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits Web page](#).

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,290	\$40,928
Mid-Range Teacher Salary	\$70,589	\$64,449
Highest Teacher Salary	\$84,914	\$82,826
Average Principal Salary (Elementary)	\$102,682	\$102,640
Average Principal Salary (Middle)	\$107,964	\$109,253
Average Principal Salary (High)	\$114,058	\$118,527
Superintendent Salary	\$239,658	\$183,968
Percent of Budget for Teacher Salaries	43.0%	40.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

## Types of Services Funded (Fiscal Year 2012-13)

Jefferson receives categorical funds for School Improvement in addition to EIA (Economic Impact Aid/Limited English Proficient). EIA funds are used to support English Language Learners and for providing support to all students' learning. The majority of the total district budget is spent in the classroom on instruction, books, supplies and equipment. Approximately 20% of the budget is allocated to the school for support services. The remaining percentage covers district services such as business, utilities, instructional support and personnel.



### Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#). For additional information about the school, parents and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

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

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).