# Las Posas Elementary School

**75 E. Calle La Guerra • Camarillo, CA 93010 • (805) 482-4606 • Grades K-5**
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## 2018-19 School Accountability Report Card
### Published During the 2019-20 School Year

**Pleasant Valley School District**
600 Temple Ave.
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### District Governing Board

Beckie Cramer
**President**

Pat FitzGerald
**Clerk**

Suzanne Kitchens
**Board Member**

Bob Rust
**Board Member**

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**Board Member**

### District Administration

Dr. Angelica Ramsey
**Superintendent**

Carol Bjordahl
**Assistant Superintendent, Administrative Services**

Chris Johnston
**Assistant Superintendent, Business Services**

Dr. Veronica Ortega
**Assistant Superintendent, Educational Services**

## LAS POSAS SCHOOL MISSION

It is the mission of Las Posas Elementary School to foster a strong foundation where our students are motivated to be creative, critical thinkers, communicators, and collaborators. This commitment to provide and instill 21st Century skills will allow our students the opportunity to thrive in future global environments.

## PRINCIPAL'S MESSAGE

Serving the needs of an ever-growing and diverse student population, the entire staff of Las Posas Elementary strives to provide a school environment that is friendly, safe and orderly. At Las Posas Elementary, we incorporate a variety of methodologies into our teaching and learning. These differentiated strategies allow students the opportunity to apply the skills they are learning in school to create relevant, student-driven projects derived from the Common Core State Standards with emphasis in science, technology, engineering and mathematics (STEM). By using this model of learning, students focus on communication, creativity, collaboration, and critical thinking as well as improving citizenship, leadership, and personal responsibility. The teaching staff at Las Posas meet regularly as part of our professional learning community in order to support the academic achievement of all students and to build teamwork among all stakeholders. We offer preschool, transitional kindergarten, and full-day kindergarten programs, as well as an on-site, district-run childcare program for the students of Las Posas. Our rich academic program is enriched by the joint effort of the School Site Council and PTA. The School Site Council reviews and provides input on school budgets and programs. The PTA provides support for educational opportunities such as field trips and assemblies. In addition, Las Posas works closely with local military family support providers to improve communication, problem solving, social skills development and connections among our students from military families. Las Posas Elementary is a California Distinguished School and a winner of the CSBA 2011 Golden Bell Award for Parental/Community Involvement. Additionally, Las Posas has been recognized two successive years by the state of California as an Educational Results Partnership Award winner. The 2018-2019 Honor Roll recognizes public elementary, middle, and high schools that demonstrate consistently high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps.

## SCHOOL PROFILE

The Pleasant Valley School District consists of eleven schools serving Tk-8th grade students. Las Posas Elementary is one of nine elementary schools in the Pleasant Valley School District, providing a rigorous instructional program. This program is focused on the California state Standards with an emphasis on 21st century skills of Creativity, Critical Thinking, Collaboration and Communication. Las Posas provides students with a friendly, safe environment that prepares them for the 21st century. Currently, for the 2019-20 school year, 452 Transitional kindergarten through fifth grade students are enrolled, and our students attend class following a traditional school calendar. We are also one of three schools in the district that have a preschool program for 3 and 4 year old children.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 88 |
| Grade 1 | 75 |
| Grade 2 | 74 |
| Grade 3 | 69 |
| Grade 4 | 60 |
| Grade 5 | 65 |
| Total Enrollment | 431 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 9.5 |
| American Indian or Alaska Native | 0.5 |
| Asian | 4.6 |
| Filipino | 7 |
| Hispanic or Latino | 40.6 |
| Native Hawaiian or Pacific Islander | 1.2 |
| White | 30.2 |
| Two or More Races | 6.5 |
| Socioeconomically Disadvantaged | 51 |
| English Learners | 15.8 |
| Students with Disabilities | 8.6 |
| Homeless | 0.2 |

## A. Conditions of Learning

**State Priority: Basic**
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Las Posas Elementary | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 22 | 19 | 18 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Pleasant Valley School | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 280 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

**Teacher Misassignments and Vacant Teacher Positions at Las Posas Elementary School**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Instructional Materials (School Year 2019-20)

The school district held a public hearing on October 17, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.  Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.  All recommended materials are available for parent examination at the district office prior to adoption.

### Textbooks and Instructional Materials
### Year and month in which data were collected: October 17, 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption | |
|---|---|---|
| **Reading/Language Arts** | Benchmark Advance<br>Adopted in 2016<br><br>Fountas & Pinnell (primary hour)<br>Adopted 2016<br><br>Lucy Calkins Writing<br>Adopted 2014<br><br>**The textbooks listed are from most recent adoption:**<br>**Percent of students lacking their own assigned textbook:** | <br><br><br><br><br><br><br><br>Yes<br>0 |
| **Mathematics** | Eureka Math<br>Adopted in 2014<br><br>**The textbooks listed are from most recent adoption:**<br>**Percent of students lacking their own assigned textbook:** | <br><br><br>Yes<br>0 |
| **Science** | MacMillan<br>Adopted in 2008<br><br>**The textbooks listed are from most recent adoption:**<br>**Percent of students lacking their own assigned textbook:** | <br><br><br>Yes<br>0 |
| **History-Social Science** | Scott Foresman<br>Adopted in 2006<br><br>**The textbooks listed are from most recent adoption:**<br>**Percent of students lacking their own assigned textbook:** | <br><br><br>Yes<br>0 |

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities
Las Posas Elementary was originally constructed in 1959 and is comprised of 18 permanent classrooms, eight portable classrooms, one multipurpose room, a Maker Space/ library, one staff lounge,  a work room, a serving kitchen for the students, and three playgrounds.

Cleaning Process
One full-time and one part-time custodian ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

## School Facility Good Repair Status (Most Recent Year)
### Year and month in which data were collected: 08/28/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | cracked exterior wall surface needs to be patched and repainted |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | asphalt is cracked and in need of resurfacing |
| **Overall Rating** | **Exemplary** | |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students
### Grades Three through Eight and Grade Eleven
### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| ELA | 52 | 52 | 62 | 64 | 50 | 50 |
| Math | 42 | 47 | 49 | 51 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students
### Grades Five, Eight, and Ten
### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|---|---|---|---|
| 5 | 33.3 | 31.8 | 4.5 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 197 | 192 | 97.46 | 52.08 |
| Male | 102 | 101 | 99.02 | 48.51 |
| Female | 95 | 91 | 95.79 | 56.04 |
| Black or African American | 23 | 22 | 95.65 | 54.55 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 94 | 92 | 97.87 | 53.26 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 47 | 46 | 97.87 | 43.48 |
| Two or More Races | 12 | 11 | 91.67 | 63.64 |
| Socioeconomically Disadvantaged | 119 | 116 | 97.48 | 45.69 |
| English Learners | 49 | 48 | 97.96 | 43.75 |
| Students with Disabilities | 25 | 24 | 96.00 | 25.00 |
| Homeless | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 197 | 194 | 98.48 | 46.63 |
| Male | 102 | 101 | 99.02 | 53.47 |
| Female | 95 | 93 | 97.89 | 39.13 |
| Black or African American | 23 | 22 | 95.65 | 57.14 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 94 | 93 | 98.94 | 47.31 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 47 | 47 | 100.00 | 38.30 |
| Two or More Races | 12 | 11 | 91.67 | 63.64 |
| Socioeconomically Disadvantaged | 119 | 117 | 98.32 | 42.24 |
| English Learners | 49 | 49 | 100.00 | 40.82 |
| Students with Disabilities | 25 | 24 | 96.00 | 20.83 |
| Homeless | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

**State Priority: Parental Involvement**
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**
PARENT AND COMMUNITY INVOLVEMENT
At Las Posas Elementary, we have many parent volunteers who assist our teacher in the classrooms each day. We also have a School Site Council (SSC), which is comprised of school staff and parents who review and approve our annual School Plan for School Achievement throughout the school year. Parents of students who are English Language Learners (ELL) are invited to join the Las Posas English Learner Advisory Committee (ELAC). This group provides unique perspectives and input as we address the unique needs for those who are learning English. Las Posas Elementary School also has an active PTA, which generously funds various enrichment opportunities such as field trips, arts programs, assemblies, class projects, and campus beautification projects. The school also has a few community partnerships with local merchants who have partnered to bring added resources to our school, benefiting all students who attend.

**State Priority: School Climate**
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

**School Safety Plan**

The safety of students and staff is a primary concern of Las Posas Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated in the spring of each year by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular monthly basis throughout the school year. Lockdown drills are held 1-2 times per year. Students are supervised before school, during lunch and break periods, and after school by campus supervisors and teachers. There is a designated area for student drop off and pick up. Visitors must sign in at the office and receive a badge to enter the campus. Any unauthorized visitors are not permitted on campus.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.2 | 0.2 | 1.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 2.0 | 2.0 | 1.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

| Title | Ratio |
|---|---|
| Academic Counselor* | .0 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2018-19)**

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 24 | 4 | | 1 | 23 | 4 | | 1 | 18 | 5 | | |
| 1 | 20 | 1 | 5 | | 22 | | 5 | | 25 | | 6 | |
| 2 | 21 | | 6 | | 22 | | 6 | | 25 | | 6 | |
| 3 | 24 | | 6 | | 21 | 2 | 4 | | 23 | | 6 | |
| 4 | 25 | | 6 | | 28 | | 4 | | 30 | | 4 | |
| 5 | 32 | | 4 | | 29 | | 6 | | 33 | | 2 | 2 |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |

Staff Development
As part of the cycle of continuous improvement, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Professional development is ongoing and based on teacher surveys, principal observation, and on examining ways to best support the planning, instruction, and assessment of State Standards and adopted curricula. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are also provided with time to assess student achievement and work collaboratively to design instruction that is aligned to California State Standards utilizing adopted curricula.  The district offered three or more staff development days a year for the past three years.

**FY 2017-18 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $49,656 | $45,741 |
| **Mid-Range Teacher Salary** | $78,561 | $81,840 |
| **Highest Teacher Salary** | $97,945 | $102,065 |
| **Average Principal Salary (ES)** | $112,994 | $129,221 |
| **Average Principal Salary (MS)** | $118,124 | $132,874 |
| **Average Principal Salary (HS)** | $0 | $128,660 |
| **Superintendent Salary** | $191,700 | $224,581 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 38% | 36% |
| **Administrative Salaries** | 7% | 5% |

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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $8,291 | $1,999 | $6,293 | $72,800 |
| **District** | N/A | N/A | $7,607 | $76,695.00 |
| **State** | N/A | N/A | $7,506.64 | $82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | -18.9 | -5.3 |
| **School Site/ State** | -62.5 | -13.0 |

Note: Cells with N/A values do not require data.

**The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.**

**Types of Services Funded**

Utilizing Title I funds, Las Posas Elementary provides a certificated teacher for additional student support in reading and mathematical proficiency for students in grades 3-5. Las Posas also provides part time math tutoring and reading support assistants for all students in grades K-5. We also have a full-time military counselor and a part-time district school counselor, both of whom serve the students on our site. English Language Learners are also provided small group instruction for their language development throughout the school year in the regular education classroom, with teachers using integrated and designated English Language Development to meet their needs.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

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