



# Lakeview Elementary School

11500 East Joslin Street • Santa Fe Springs, CA 90670 • (562) 868-8655 • Grades K-5

Kelly Love, Principal  
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Little Lake City School District

10515 South Pioneer Blvd.  
Santa Fe Springs, CA 90670  
(562) 868-8241  
www.llcsd.net

#### District Governing Board

Richard Martinez  
**President**

Gabriel Jimenez  
**Vice President**

Hilda Zamora  
**Clerk**

Janet Rock  
**Member**

Dora Sandoval  
**Member**

#### District Administration

William Crean, Ed.D.  
**Superintendent**

Sonya Cuellar  
**Assistant Superintendent,  
Personnel Services**

Manuel Correa  
**Assistant Superintendent, Business  
Services**

Monica Johnson  
**Assistant Superintendent,  
Educational Services**

Lauren Hernandez  
**Director, Educational Services**

Tony Valencia  
**Director, Special Education and  
Pupil Services**

Heidi McDonald  
**Director, Nutrition Services**

Brent Griffen  
**Director, Maintenance and  
Operations**

Khrystyne Tat  
**Director, Fiscal Services**

Ignacio Mejia  
**Director, Technology**

### School Description

#### Principal's Message

Nestled in a peaceful Los Angeles suburb, Lakeview Elementary, home of the Lions, is the pride of its neighborhood. Located at 11500 Joslin Street in the City of Santa Fe Springs, the facility is comprised of thirty-four classrooms, a multi-purpose room, and a library. Lakeview Elementary has had a recent infusion of technology with a Chromebook cart in every 1-5th grade classroom, and one shared cart in Kindergarten. With over 525 students in grades TK-5, the school sits at the hub of a tightly knit community where school staff, parents, and community leaders work hand in hand to provide a safe, nurturing, learning environment.

Recognized as a former California Distinguished School by the California Department of Education, a California Business for Education Excellence Honor Roll School (2015, 2016, 2017), and a California Gold Ribbon School (2016), Lakeview focuses on high academic achievement for all students. Teachers provide purposeful and strategic instruction using the California State Standards and district pacing guides. There is a shared commitment to consistently implement best practices and research-based strategies. As a Professional Learning Community, teachers work in collaborative teams to analyze data, modify instruction, and provide intervention as needed to ensure student success. Students at Lakeview Elementary are motivated and encouraged to think critically, communicate effectively, and be active participants in successfully achieving their academic and personal growth goals to become lifelong learners.

At Lakeview, we foster a partnership of school, home, and community through ongoing communication and community events. Our supportive Parent Teacher Organization (PTO) works closely with the school to provide funds and programs which enrich the school experience for our students. To further extend their academic programs, students participate in programs such as Meet the Masters, as well as classes in art, music, and physical education.

Our most recent LLCSD parent survey stated that 100% of Lakeview parents were satisfied with their child's school. The community of Lakeview Elementary is dedicated to creating a learning environment that supports high expectations for student achievement and behavior. We believe that all students can achieve at high levels. Our passion for successful student achievement and our focus on collaboration, community ownership, and pride are elements that define Lakeview Elementary School and make it an outstanding place for all.

Kelly Love, Principal

## 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	89
Grade 1	70
Grade 2	86
Grade 3	84
Grade 4	85
Grade 5	94
<b>Total Enrollment</b>	<b>508</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	1
Filipino	1.4
Hispanic or Latino	90.7
White	4.3
Two or More Races	0.8
Socioeconomically Disadvantaged	64
English Learners	7.9
Students with Disabilities	13.8
Foster Youth	0.4
Homeless	4.3

## 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 Lakeview Elementary	17-18	18-19	19-20
With Full Credential	22	21	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Little Lake City School	17-18	18-19	19-20
With Full Credential	♦	♦	203
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	6

### Teacher Misassignments and Vacant Teacher Positions at Lakeview 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)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin Language Arts Adopted in 2003-2004 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Houghton Mifflin Go Math K - 8 Adopted in 2013-2014 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Pearson Scott Foresman California Science Adopted in 2007-2008 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Harcourt - CA Edition History Social Studies Adopted in 2006-2007 School Year</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Students receive instruction in the VAPA Standards but we do not use an adopted text.</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100</p>

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

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

Our main building is 58 years old and in good condition. In 1997, 2000, and 2002, additions were constructed, making our campus adequate for our population. In 2008–2009, we updated the bell and alarm system throughout the entire campus. Exterior lighting, as well as wireless internet was added this year throughout campus.

Our two custodians clean each classroom every other day and the restrooms every day. District maintenance maintains landscaping on an every-other-week basis.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 12-19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are serviced and filters changed yearly.
<b>Interior:</b> Interior Surfaces	Poor	Interior and exterior of campus is regularly inspected and treated as needed for pest,gophers
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	New L.E.D. lights installed thru out exterior of the campus.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	All fire extinguishers are serviced yearly. All kitchen fire suppression systems are serviced every 6 mo.
<b>Structural:</b> Structural Damage, Roofs	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	We are in the planning stages to replace the Kinder playground. The exterior of the school was improved with donated plants, flowers and new concrete in multiple areas. New flag pole was installed.
<b>Overall Rating</b>	<b>Fair</b>	

## 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	55	56	57	56	50	50
Math	48	55	43	43	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	16.1	21.5	22.6

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	264	264	100.00	55.68
Male	137	137	100.00	47.45
Female	127	127	100.00	64.57
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	241	241	100.00	54.77
White	11	11	100.00	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	177	100.00	47.46
English Learners	33	33	100.00	39.39
Students with Disabilities	41	41	100.00	14.63
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

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	264	264	100.00	54.55
Male	137	137	100.00	53.28
Female	127	127	100.00	55.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	241	241	100.00	53.11
White	11	11	100.00	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	177	100.00	45.76
English Learners	33	33	100.00	48.48
Students with Disabilities	41	41	100.00	19.51
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

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)

Lakeview Elementary School offers a variety of parent involvement opportunities. Parents regularly support the educational program at Lakeview by being present at parent conferences and attending Back to School and Open House events. Parents are invited to assist their child's teacher by volunteering in the classroom and chaperoning grade-level field trips.

Parents are encouraged to attend our parent education events throughout the school year. The events are supported through the LCAP Supplemental and Concentration Funds with money specified for parent involvement. Lakeview currently hosts a parent computer class in our lab after school. Parent education nights in literacy and math are held as well as STEAM night, and Family Art Night

Lakeview has a very active PTO that sponsors many activities throughout the year for students and parents. Our PTO organizes and sponsors events such as the Welcome Back Ice Cream Social, Fall Festival, Red Ribbon Week, Staff Appreciation Week, Moms and Muffins, Founder's Day, Dads and Donuts, and Grade Level Field Trip Transportation. New members and volunteers are always welcome.

All members of the Lakeview School community share in the decision-making process by electing parents as members of the School Site Council (SSC) or English Learner Advisory Committee (ELAC). Elected members provide leadership and help implement the vision for the school community through the creation, adoption, and implementation of the School Plan.

At Lakeview, our staff recognizes and values the importance of working collaboratively with our parents as they are an integral part of our team. According to our latest parent survey, 100% of surveyed parents feel they are adequately informed about their child's progress and have good communication with the school. In addition, 99% of parents are pleased with the progress their child is making.

For information about getting involved at our school, please contact Ms. Kelly Love at (562) 868-8655.

**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**

Lakeview Elementary School has a School Safety Plan that is updated annually. The last update to the plan was in June 2019 with contents shared with staff members in August 2019. The School Safety Plan contains the procedures and plans for ingress/egress, student safety, natural disasters, fires, lockdowns, as well as plans for evacuation.

Lakeview is a closed campus with all exterior gates locked throughout the school day. There are two points of entry in the morning, one door at the cafeteria and one gate closest to the office, that are monitored by supervision staff. Only students are allowed to enter campus through the monitored gate between 8:05 a.m. and 8:17 a.m. and the cafeteria between 7:30 a.m. and 8:05 a.m. All visitors, including parents and volunteers, must sign in at the office. Upon dismissal, the gate closest to the front office is opened by a supervisor and all students exit with their teacher and are released to a parent or guardian.

At Lakeview, various emergency drills are held throughout the year, with all staff participating in the Great California Shake-out in October.

Lakeview is currently in our fifth year of PBIS implementation. We are addressing Tier 1 universal supports through teaching appropriate behavior via a school-wide matrix. Behaviors are reinforced through a positive incentive program. We are currently addressing Tier II supports through the establishment of a check-in/check-out system for students in need of additional supports. To assist Lakeview's teachers and staff in providing a safe, nurturing, learning environment, we have also adopted the "No Bully" program. If any staff member witnesses an act of bullying, he or she shall take immediate steps to intervene and redirect students. In addition, students are encouraged to report any acts of bullying they witness or receive. If a Solution Team is appropriate, the Solution Coach will meet with the target of bullying and offer to convene a Solution Team to bring the bullying to an end. According to our latest parent survey, 99% of parents felt that Lakeview's school-wide discipline policy is effective.

Students' social and emotional well being is addressed through a variety of services. Students have immediate access to our school counselor and school psychologist. In addition, we have a counseling intern provided by Turning Point Counseling Services on campus every Wednesday. Referrals are also made on an as need basis to local agencies such as Pacific Clinics, The Whole Child, and the City of Santa Fe Springs Family and Youth Intervention Program.

Additionally, LCAP Supplemental and Concentration Funds are used for student motivational activities to increase student connectedness to school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.7	1.2
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.

### 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	20	2	3		25		4		22		4	
1	26		3		22	1	3		23		3	
2	26		3		25		3		22	1	3	
3	23		3		25		3		26		3	
4	29		4		27	1		2	25	1		2
5	27	1	3		27	1	3	1	27	1		3
Other**	10	1										

\*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	8	8	8

Lakeview Elementary School's recent professional development has been focused on the implementation of the California State Standards. New units and assessments have been created for third, fourth, and fifth-grade mathematics. Collaboration time is also used to review units and assessment results. In line with district and school plans, professional development is delivered through district-provided training on full days, early release days, and conferences. The Lakeview staff will participate in professional development and training activities in the following topics:

- Mathematics: Vertical articulation across grade levels, Math Claims and Targets
- Close and Critical Reading Strategies
- Next Generation Science Standards (NGSS)
- Technology: Computer Using Educators (CUE) Conference, Using Chromebooks in the classroom
- English Language Arts: Close Critical Reading, ELA Claims and Targets
- Science: UCLA Science Project - 3 Professional Development Days
- Positive Behavior Intervention and Supports (PBIS)
- Student Achievement Leadership Team (SALT)
- Special Education: CARSpus Conference

Professional Development is supported by LCAP Supplemental and Concentration Funds.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$49,378
Mid-Range Teacher Salary	\$75,004	\$77,190
Highest Teacher Salary	\$96,596	\$96,607
Average Principal Salary (ES)	\$105,540	\$122,074
Average Principal Salary (MS)	\$109,356	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$181,373	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	10,946	2,970	7,977	80,052
District	N/A	N/A	8,199	\$77,084.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.7	5.0
School Site/ State	7.1	5.4

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

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills. LCAP Funds are used to supplement services for English learners, low income students, and homeless/foster students. Some actions and services include additional counselors, professional development for teachers, supplemental materials, parent engagement opportunities, and student motivation activities.

#### 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.