Christa McAuliffe Elementary School

3300 Via Marina Avenue • Oxnard, CA 93035 • (805) 385-1560 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Christa McAuliffe Elementary School is located near the Seabridge Marina of Oxnard, California. Named after the American hero, Christa McAuliffe, the school opened in 1980 and has thrived, ever since, as one of the top-performing schools in the Oxnard School District. During the 2019-2020 school year, Christa McAuliffe will serve a diverse population of nearly 735 students including GATE, general and special education scholars in Transitional Kindergarten through grade five. We are proud to integrate a Science-Technology-Engineering-Arts & Math Education or STEAM-based approach, with an emphasis on Science. We will continue to highlight student collaboration and projects throughout the year in these areas. Student work is showcased at hands-on STEAM night(s) where the community is invited to come and experience how scholars are learning in these new and different ways. We also offer different options to extend learning before and after school such as academic support, our on-site ASES After School Program and McAuliffe teachers who offer varied intervention and enrichment support throughout the year.

Each classroom in our McAuliffe supports 21st-century learning and is outfitted with a Promethean Board, Apple TV, document camera, and wifi. We house a large indoor cafeteria with fresh salad bar options daily for staff and students. We also have a full-service library that unites Accelerated Reader books and myON on the iPads for a truly differentiated, interest-based, and goal-driven reading experience for every scholar. Kids can visit the library before school and at lunch recess at two different times of the week to select books of their choice with help from our experienced librarian. Last year we updated our computer lab; there are 40 PC Dell personal computers, a Promethean Board, Apple TV, an HP InkJet Printer, wifi and Califone headsets complete with microphone capabilities for our staff and students to complete research, prepare reports, presentations and other technology tools to help ensure our scholars are career and college ready in the age of the common core. In addition to our classrooms and computer lab, as in all schools in OSD, every child checks out an Apple iPad for the academic year at McAuliffe. The opportunity to be 1:1 with an iPad allows the students to use all of the online features of their new curricula, complete assessments, research, projects, and classwork and more online. Students have access to more than 10,000 books through the myON app, they can work on their individualized reading goals on the Lexia CORE5 app, and so much more! Our goal is that our scholars use the iPad daily as a tool to enhance their ability to communicate, collaborate, think critically and gain 21st-century knowledge.

To support students' social and emotional growth, we offer a school-wide Positive Behavioral Intervention Supports Committee and Plan. Our goal at McAuliffe is to provide a safe and nurturing environment where every child feels comfortable and can learn and reach their academic, social and emotional goals every day. PBIS provides the opportunity for all staff, students, and administration to work positively and collaboratively to accomplish these goals. To assist, we have implemented C.H.A.M.P.S. in our classrooms, common areas and after-school program. It is a comprehensive and consistent approach to managing student behavior in a respectful, proactive and supportive way throughout the school. McAuliffe Elementary is a school where every student and staff can say "We Belong."

Our Mission Statement is "At Christa McAuliffe Elementary, we work together with families and community members to provide a safe and diverse learning environment that inspires academic, emotional, social, and physical growth for every student, every day." Our Vision Statement is "Christa McAuliffe Elementary is committed to empowering all children to achieve excellence by unlocking their full potential, incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them." Our STEAM focus is on science, technology, engineering, art, and mathematics which foster a culture of success and brings 21st-century inquiry-based learning into the classroom for all students. It is our goal to provide a safe, nurturing, positive learning environment, which implements an engaging and rigorous common core curriculum while fostering self-esteem, leadership development and mutual respect for all students and staff. Students will expand their creative potential through enriching STEAM activities that support this understanding at every grade level, Transitional Kindergarten through fifth grade. Our annual goals are to increase a child's learning by one academic year's growth in an environment that is safe and welcoming.

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	133
Grade 1	93
Grade 2	96
Grade 3	116
Grade 4	127
Grade 5	133
Total Enrollment	698

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	1.6
Filipino	2.9
Hispanic or Latino	79.4
Native Hawaiian or Pacific Islander	0.1
White	11
Two or More Races	2.6
Socioeconomically Disadvantaged	56.7
English Learners	28.1
Students with Disabilities	9.5
Homeless	2.4

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 Christa McAuliffe	17-18	18-19	19-20
With Full Credential	32	34	30
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	30
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Christa McAuliffe 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)

Oxnard School District held a Public Hearing on October 9, 2019 and determined that each school has 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 provided standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, and ELD for grades K-5, adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	McGraw-Hill, My Math Curriculum for grades K-5, adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

McAuliffe School, originally constructed in 1989, is currently comprised of 38 classrooms, three SDC classrooms, a library, one computer lab, one multi-sensory room, a multi-purpose room, an RSP and Speech room, a teachers' lounge, and two playgrounds.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	MULTIPURPOSE ROOM: 12x12 tile needs to be replaced next to kitchen door. ROOM # 103: R.R. wall needs paint. Light fixture not working. ROOM # 108: Ceiling tiles needs to be replaced, 2 pieces broken. ROOM # 109 LIBRARY: Missing electrical outlet covers in 3 places. 3 stained ceiling tiles. ROOM # 112: 2 ceiling tiles stained. Missing transition molding from carpet to VCT. ROOM # 124: 2 stained and broken ceiling tiles. Light fixture not working. ROOM # 126: Ceiling tiles out of place and broken. ROOM # 128: 1 stained ceiling tile. ROOM # 132: Electrical outlet cover broken. 1 stained ceiling tiles. ROOM # 134: Cover base on entrance to classroom missing. UPPER BOYS RESTROOM: Soap dispenser broken needs to be replace.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM # 136: Cover base on sink cabinet needs to be replaced.
Electrical: Electrical	Fair	ROOM # 103: R.R. wall needs paint. Light fixture not working. ROOM # 106: Light fixture lense mossing. ROOM # 109 LIBRARY: Missing electrical outlet covers in 3 places. 3 stained ceiling tiles. ROOM # 121: Light fixture not working. ROOM # 130: Light fixture missing lense cover. ROOM # 133: Light fixtures missing lense cover. ROOM # 135: Once light fixture not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	ROOM # 102: Push down faucet not working. Right cover loose needs replacement.
Safety: Fire Safety, Hazardous Materials	Good	ROOM # 301: Fire extinguisher hook missing.
Structural: Structural Damage, Roofs	Good	OFFICE: Broken ceiling tile ROOM # 101: R.R. needs paint. Replace ceiling tile in workroom.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	MAIIN PLAYGROUND: Missing post cup. ROOM # 205: Skirting on ramp needs to be repaired. ROOM # 206: Skirting on ramp needs to be repaired.
Overall Rating	**Good**	

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	34	40	26	30	50	50
Math	17	26	14	17	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	15.6	23.0	16.3

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	375	367	97.87	39.89
Male	210	206	98.10	37.56
Female	165	161	97.58	42.86
Black or African American	12	11	91.67	45.45
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	50.00
Hispanic or Latino	292	286	97.95	35.79
White	42	41	97.62	46.34
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	227	99.13	34.51
English Learners	134	133	99.25	28.79
Students with Disabilities	42	39	92.86	5.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	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	375	364	97.07	26.37
Male	210	202	96.19	28.22
Female	165	162	98.18	24.07
Black or African American	12	10	83.33	30.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100.00	28.57
Hispanic or Latino	292	285	97.60	23.86
White	42	41	97.62	39.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	229	225	98.25	24.44
English Learners	134	133	99.25	17.29
Students with Disabilities	42	38	90.48	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	13	92.86	7.14

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 involvement is a key element for continued academic success at McAuliffe School. Teachers regularly communicate with parents by phone, with written notes, in person and through various activities on the site. At the beginning and throughout the school year, parents are welcomed to McAuliffe School through a variety of general parent meetings, principal meetings, parent nights, and individual parent meetings/programs. Parents are advised of school announcements through bi-weekly parent updates, the school website, Twitter App, OSD App and ConnectEd phone calls (a mass email, text, and message system, in development). Teachers use standard-based progress reports and assessment data at parent/teacher conferences to inform parents of their child's progress. McAuliffe staff also presents parent education nights to help parents support their students in an academic setting. Our Outreach Consultant (ORC) provides parenting classes, which are offered in both English and Spanish to further encourage participation and support positive interaction with their children. We will continue to offer the Parent workshops designed to teach parents how to support their children in the area of reading. Parent Information Nights are held throughout the year to assist in the transition of kindergartners and 5th graders into their new school settings.

We also have parents and community members participate in School Site Council (SSC), English Learner Advisory Community (ELAC), Parent/Teacher Association (PTA) and as classroom volunteers. We maintain our connection with the community utilizing our Outreach Consultant to engage and encourage open communication with parents and Staff. McAuliffe School has forged numerous partnerships with local businesses throughout the community including, but not limited to: The City of Oxnard, Oxnard Police Department, Ventura County Behavior Health, Ventura County Health and Oxnard Recreational Department.

For more information on getting involved, please see our site website.

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
To safeguard the well-being of McAuliffe students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which includes input by our School Resource Officer. The Safety Plan is updated annually in the fall; all revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on playground supervision, disaster drills, and emergency procedures.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly; fire drills are held monthly, and earthquake and lockdown drills are held trimesterly.

The safety of students and staff is a primary focus at McAuliffe Elementary School. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among Campus Supervisors, teachers, and the school principal. All visitors to the campus must sign in at the office and wear a visitor's pass at all times.

To ensure the safety and well-being of students, staff and visitors an annual review of the Comprehensive Safety Plan is done in the winter with staff, student and parent input.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.8	3.3
Expulsions Rate	0.0	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.2	3.2
Expulsions Rate	0.0	0.1	0.1

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*	698.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.4

* 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	19	4	3		358	1		1	338	1		1
1	24		5									
2	26		5									
3	26	1	4		7	1						
4	31		3	1								
5	26	1	4		9	1			7	2		
Other**									5	2		

*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	2	2	2

The Oxnard School District is committed to providing professional development for all teachers to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, and addresses the current Common Core standards, as well as social-emotional needs. Professional development can include training in specific subject areas, general academics, social behavior, technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

The district and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Oxnard School District is committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the district-wide staff development (non-student) days (2 per year), the district also provides numerous professional development opportunities throughout the year, after school, and on weekends. In this report, the number of days indicated for the district reflects the number of days teachers are subbed out for professional development. Our continued professional development is based on data reflecting our students' academic and social-emotional needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,269	$45,741
Mid-Range Teacher Salary	$79,975	$81,840
Highest Teacher Salary	$102,651	$102,065
Average Principal Salary (ES)	$123,494	$129,221
Average Principal Salary (MS)	$137,515	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$233,849	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	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	$4,068.23	$104.05	$4,037.59	$87,250.00
District	N/A	N/A	$3,783.10	$81,627.34
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.5	6.7
School Site/ State	-60.1	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

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality
- Title III, English Learner
- Title IV, Part A - Student Support and Academic Achievement
- Tobacco Use Prevention Education (TUPE)

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.