J.C. Crumpton Elementary School

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Monterey Peninsula Unified School District
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School Description

Welcome to JC Crumpton Elementary School. JC Crumpton Elementary School is a transitional kindergarten through fifth grade school with aproximately 515 students. Since 2017 Crumpton has been an identified STEM (Science, Technology, Engineering and Math) school within the Monterey Peninsula Unified School District. In 2019 Crumpton also started implementing AVID (Advancement Via Individual Determination) for 4th and 5th grade students. Students are receiving high quality instruction with integrated STEAM components throughout the school day. Crumpton has a makerspace where students have access to real life tools and technology to enhance their learning. Crumpton is located in the diverse community of Marina, California. The school has a wonderful family tradition with many of our current students' parents having attended JC Crumpton as children. Our highly qualified staff provides each student with a quality education aligned to rigorous standards and behavior expectations.

JC Crumpton is a multicultural and diverse learning community that prepares each student for academic, social, and personal success by providing a safe, supportive, challenging, and meaningful environment. We are committed to providing the very best that education has to offer to all students at Crumpton! Community is paramount at Crumpton, and our active PTA supports many school-wide events for our families to involve all our students and families in fun community activities. For example, we have a family-oriented Terrifying Taco fall festival prior to Halloween which is always well attended. We greet new families with a kindergarten BBQ and welcome orientation prior to the start of each new school year and last year we had a Lap-A Thon which proved to be a successful fundraiser for the school.

In addition to our regular education students, we house a Language Enrichment Academic Performance (LEAP) program and a Special Day Class (SDC) program. These programs, overseen by our Special Services Department, supports students of special needs— particularly those who have a communication disorder frequently identified on the autism spectrum. We include all our students in school-wide activities and assemblies. Autism Spectrum Disorder students also participate in our general education program as determined by an Individual Education Plan (IEP).

At Crumpton Elementary School, our mission is to provide the highest quality STEAM education in a secure, positive, and challenging environment for all students fostered by a cooperative effort between school and community. We aim for an atmosphere of cooperation with respect for individual differences and community values.

Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and caring members of our community.

Sarah Hudson
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	99
Grade 1	66
Grade 2	82
Grade 3	70
Grade 4	71
Grade 5	56
Total Enrollment	444

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
Asian	5.6
Filipino	4.7
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	2.7
White	14
Two or More Races	16.9
Socioeconomically Disadvantaged	63.5
English Learners	19.8
Students with Disabilities	15.8
Foster Youth	0.9
Homeless	9

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 J.C. Crumpton	17-18	18-19	19-20
With Full Credential	21	19	22
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at J.C. Crumpton 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	1

* 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)

Monterey Peninsula Unified School District held a public hearing on August 2019, and determined that the school had sufficient and good quality textbooks and instructional materials, 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. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Great Minds, Eureka Math -Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Accelerate Learning Inc. STEMScopes - Adopted 2018 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin History-Social Science - Adopted in 2007 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Hands-on, project-based visual and performing arts, Band, Orchestra
	The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a $110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over $680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a $213 million school facilities bond by 70%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work for additional details.

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: June 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	
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	
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	41	39	37	50	50
Math	26	29	27	26	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	13.6	13.6	20.3

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	212	207	97.64	41.06
Male	105	104	99.05	38.46
Female	107	103	96.26	43.69
Black or African American	23	22	95.65	18.18
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	107	98.17	42.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	21	91.30	52.38
Two or More Races	36	36	100.00	47.22
Socioeconomically Disadvantaged	149	145	97.32	35.86
English Learners	54	54	100.00	38.89
Students with Disabilities	27	27	100.00	7.41
Foster Youth	--	--	--	--
Homeless	25	25	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	211	207	98.10	28.99
Male	104	104	100.00	33.65
Female	107	103	96.26	24.27
Black or African American	23	22	95.65	13.64
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	109	107	98.17	28.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	42.86
Two or More Races	36	36	100.00	30.56
Socioeconomically Disadvantaged	149	146	97.99	26.71
English Learners	54	54	100.00	24.07
Students with Disabilities	27	27	100.00	3.70
Foster Youth	--	--	--	--
Homeless	25	25	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)
There are many opportunities at Crumpton Elementary for parental involvement through participation in our Parent Teacher Association, School Site Council, and district-level advisory committees. Parents are always welcome to help out in their children's classrooms. We especially enjoy the support of parents as chaperones on grade-level field trips. Our English Language Advisory Committee, which meets five times a year, addresses the needs of our students learning English. It is an integral part of our School Site Council. Our active PTA meets monthly, and has helped to provide playground equipment, student incentives, field trips, and educational assemblies. The PTA also sponsors regularly scheduled events. Our PTA gives families an opportunity to support the school, have fun, and get to know other parents at the school. New members are always needed and appreciated.

The School Site Council (SSC) Team advises on all school programs and approves our School Site Plan. The SSC team is comprised of parents, community members, teachers, administration and staff.

Our family service specialist, on site five days a week works with parents to support involvement on campus. She is an integral component of our parent involvement program. We encourage parents to participate in the classroom as well as with various volunteer activities on the school site throughout the school year. Parents can sign up as a volunteer at the school office.

Parents will have the opportunity in the new school year to meet monthly with the principal in coffee sessions to provide more input about involvement and home school connections. For the 2019-2020 school year we are continuing to implement Common Core curriculum. During monthly coffee sessions, parents are given the opportunity to view, provide input and gain knowledge regarding the curriculum.

Consistent communication between parents and school is crucial for supporting all students. Crumpton implements class dojo and parentsquare school wide as the primary communication tools. Crumpton also implements monthly home newsletters and monthly PBIS newsletters that include the monthly character traits.

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 and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

The Crumpton campus is a safe, clean, and healthy learning environment for students, parents, teachers, and staff. To help reduce inappropriate behaviors at school, students who disrupt the learning environment face a variety of both intervention supports and discipline measures. Crumpton has an established PBIS (Positive Behaviors Intervention and Supports) Tier I/II/III teams. The PBIS team meets monthly to discuss and support students. During the 2018-19 school year, Crumpton has teamed up with Monterey County Behavioral Health to help expand resources for our Crumpton students.

Supervision staff are scheduled before school, and during both morning and lunch recess periods.

Wrought iron fencing was installed in the front of the school during the 2012-2013 school year. In the summer of 2014, new school wide heating was installed. Crumpton will start additional improvments to the school starting in the 2019-2020 school year. MPUSD continues to place student and school safety as the top priority. The district and site administration conduct a facilities safety audit once a year. We implement visitor policies at JC Crumpton. All visitors must report to the use and sign in and wear visitor pass to go to a destination at school. During the 2019-2020 school year, additional fencing surrounding the new portables on campus were installed.

In March of 2013, the school safety plan was revised to include the implementation of the Positive Behavior Intervention and Support (PBIS) program, a district-wide initiative, supports our no tolerance for bullying policy. A range of interventions are in place to limit bullying behavior. We have a progressive discipline policy centering on respect and responsibility taught through our character-education program called Second Step. Trained student conflict managers assist students on the primary playground to resolve conflicts peacefully. Teachers routinely review playground and school safety rules within each classroom. All Crumpton staff continue to implement PBIS and celebrate the program through awards, school wide assemblies and incentive programs. Crumpton continues to build on it's existing PBIS plan to include more stakeholders.

Many people visit the campus to volunteer in the classroom and participate in classroom events. Parents and visitors are welcomed and are required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure. Crumpton has a School Safety Plan that we provide to students and staff, which includes disaster procedures for both routine and emergency situations. This plan is practiced and updated routinely as per district policy. Crumpton conducts monthly fire drills and at least one earthquake drill a year. In the 2018-2019 school year, lock-down procedures were updated and will continue to be practiced in the upcoming school year. All Crumpton staff have taken courses and certified in the ALICE training. Crumpton will continue to implement and prepare students for intruders on campus during the 2019-2020 school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	1.1	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
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	
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	22	1	3		18	5			17	4	2	
1	17	1	2		23		2		20	2	1	
2	25		3		18	3	1		21	1	2	
3	19	1	3		20	1	3		22	1	3	
4	26		2		28		2		23		3	
5	24		3		26		2		28		2	
Other**	10	1			6	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			

As in previous years, Crumpton teachers participate in weekly professional development meetings for an hour on Tuesdays immediately after school. At the end of the school year, teachers reflect and identify areas they would like to focus on for the following year. For the 2019-2020 school year teachers would like to focus on STEAM (Science, Technology, Engineering, AVID, Mathematics), Guided Reading and Mathematics. Through this process teachers set goals for each area by trimester and collect evidence of student learning. At the end of the trimester there is a share out of effective first instruction and student grwoth. Resources are shared so other Crumpton teachers can leverage the effective practices already prevelant throughout the campus.

Teachers also have opportunities to collaborate through weekly Professional Learning Communities (PLC's) where they look at student work samples, assessment data and create an action plan. The questions utilized during this time is anchored in the continuous improvement cycle.

In addition to site based professional development, teachers and staff participate in district wide professional development at a district level.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,875	$49,084
Mid-Range Teacher Salary	$65,733	$76,091
Highest Teacher Salary	$97,355	$95,728
Average Principal Salary (ES)	$100,517	$118,990
Average Principal Salary (MS)	$104,946	$125,674
Average Principal Salary (HS)	$114,217	$137,589
Superintendent Salary	$206,150	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

*   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	5,005	274	4,731	63,888
District	N/A	N/A	8,757	
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-59.7	-3.9
School Site/ State	-39.1	-19.0

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

At Crumpton Elementary we have many services available to students. For example, we have a family service specialist to support the social-emotional well being of the students. Crumpton provides after school tutoring for struggling students in language arts and math. Crumpton also has many extra curricular activities throughout the school year available for students including soccer, flag football and talent shows. We also offer a Saturday Learning Academy option for students to attend half a day learning enrichment activities. A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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.