Santa Fe Elementary School

286 East Orange Ave. • Porterville, CA 93257 • (559) 782-6614 • Grades K-5
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Porterville Unified School District

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Porterville, CA 93257
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District Governing Board

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Superintendent

Ken Gibbs, Ed.D.
Assistant Superintendent Business Services

Martha Stuemky, Ed.D.
Assistant Superintendent Instructional Services

Nate Nelson, Ed.D.
Assistant Superintendent Human Resources

School Description
Principal's Message

At Santa Fe Elementary School, the faculty, students and parents work together and provide a safe and caring environment for all students. We provide opportunities for the children to develop positive self-concepts and a positive attitude toward school and learning. The foundation of our vision lies upon positive reinforcement of character: Caring, Responsibility, Citizenship, Trustworthiness, Respect, and Fairness.

The New California Standards requirements and the push for the 21st century skills are requiring students to be technology literate and be able to acquire the skills needed to function in their future career. The 21st century skills include creativity & innovation, critical thinking and problem solving, communication, collaboration, information literacy, media literacy, and technology literacy. In preparing our students to be technology literate Santa Fe is continuously providing professional development to all teachers on iPad usage in the classroom, and has a 1 to 1 iPad implementation for 2nd-5th grade students.

We challenge our students to be problem solvers and thinkers by providing interesting, creative and challenging lessons that emphasize high standards for all. Go Patriots!

Community & School Profile

At Santa Fe we have a school culture where the "whole-child" is considered, nurtured, and fostered for the love of learning with the help of staff, parents, and community. A school culture that will improve graduation rate by preparing students for Linked Learning, and for them to be "College and Career Ready".

Santa Fe Elementary is located in Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Santa Fe School is the first school in the Porterville Unified School District to offer a Dual Language Academy. The curriculum is focused on a 50/50 Spanish Immersion Model, where participating students receive one day of instruction in English and the other day in Spanish. The goal of this program is to ensure that each participating student is proficient in reading, writing, and speaking in both languages. As 2004-05 was the pilot year for this program, it is currently available in grades kindergarten through fifth.

During the 2014-15 school year, 763 students were enrolled at the school. Student demographics are displayed in the chart.

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 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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at (559) 782-6614 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	130
Grade 1	124
Grade 2	139
Grade 3	120
Grade 4	133
Grade 5	121
Total Enrollment	767

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
American Indian or Alaska Native	0.5
Asian	0.5
Hispanic or Latino	94.4
White	4
Two or More Races	0.3
Socioeconomically Disadvantaged	87.1
English Learners	44.7
Students with Disabilities	1.7
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			
Santa Fe Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	32	32	33
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	622
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Santa Fe Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	96.8	3.2
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	95.0	5.0
Low-Poverty Schools	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Porterville Unified School District held a Public Hearing on September 10, 2015 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 given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Houghton Mifflin Adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	McGraw-Hill "My Math" Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Glencoe Adopted 2006 Harcourt Adopted 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0.0%
Health	Harcourt Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	**Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	**Percent of students lacking their own assigned textbook:** 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Santa Fe School first opened its doors in August 2004, with construction completed in the earlier summer months. The campus is currently comprised of 32 classrooms, a library, one computer lab, a multipurpose room/gymnasium, three playgrounds, and the main office building. A brand new wing, containing five classrooms, was constructed and opened in February 2008. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2011.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 19, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm. 304 Broken Tile, Rm. 605 Broken Ceiling Tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Rm. 403 Light Fixture Out, Rm. 503 One Bad Light
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rm. 303 Faucet broken, Rm. 305 Loose Faucet, Rm. 306 Adjust drinking fountain
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	48	29	44
Math	53	19	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	49	26	40	43	42	37	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	20.20	18.50	32.80

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	37
All Student at the School	40
Male	53
Female	28
Hispanic or Latino	38
White	--
Socioeconomically Disadvantaged	--

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
English Learners	12
Students with Disabilities	35
Students Receiving Migrant Education Services	18
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	119	119	100.0	27	24	27	22
	4	131	131	100.0	25	24	29	22
	5	121	118	97.5	21	34	36	8
Male	3	119	52	43.7	37	27	29	8
	4	131	70	53.4	27	26	29	19
	5	121	55	45.5	24	35	40	2
Female	3	119	67	56.3	19	22	25	33
	4	131	61	46.6	23	21	30	26
	5	121	63	52.1	19	33	33	14
American Indian or Alaska Native	4	131	2	1.5	--	--	--	--
Asian	4	131	1	0.8	--	--	--	--
Hispanic or Latino	3	119	111	93.3	29	25	25	21
	4	131	118	90.1	28	25	28	19
	5	121	116	95.9	21	34	36	9
White	3	119	7	5.9	--	--	--	--
	4	131	10	7.6	--	--	--	--
	5	121	2	1.7	--	--	--	--
Socioeconomically Disadvantaged	3	119	104	87.4	31	25	25	19
	4	131	112	85.5	29	22	31	17
	5	121	98	81.0	26	33	35	7
Students with Disabilities	3	119	3	2.5	--	--	--	--
	4	131	2	1.5	--	--	--	--
	5	121	3	2.5	--	--	--	--
Students Receiving Migrant Education Services	3	119	9	7.6	--	--	--	--
	4	131	19	14.5	42	37	16	5
	5	121	14	11.6	36	29	36	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	119	119	100.0	17	24	37	22
	4	131	131	100.0	15	24	45	16
	5	121	120	99.2	27	35	25	13
Male	3	119	52	43.7	23	25	38	13
	4	131	70	53.4	14	26	46	14
	5	121	56	46.3	21	32	30	14
Female	3	119	67	56.3	12	24	36	28
	4	131	61	46.6	15	23	44	18
	5	121	64	52.9	31	38	20	11
American Indian or Alaska Native	4	131	2	1.5	--	--	--	--
Asian	4	131	1	0.8	--	--	--	--
Hispanic or Latino	3	119	111	93.3	18	25	38	19
	4	131	118	90.1	16	27	46	11
	5	121	118	97.5	27	35	25	12
White	3	119	7	5.9	--	--	--	--
	4	131	10	7.6	--	--	--	--
	5	121	2	1.7	--	--	--	--
Socioeconomically Disadvantaged	3	119	104	87.4	19	24	39	17
	4	131	112	85.5	16	26	48	10
	5	121	100	82.6	31	34	25	10
Students with Disabilities	3	119	3	2.5	--	--	--	--
	4	131	2	1.5	--	--	--	--
	5	121	3	2.5	--	--	--	--
Students Receiving Migrant Education Services	3	119	9	7.6	--	--	--	--
	4	131	19	14.5	16	37	47	0
	5	121	16	13.2	44	31	19	6

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

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

Opportunities for Parental Involvement
Parents and the community are very supportive of the educational programs in Porterville Unified School District. Parents can participate and be elected to be on the School Site Council Committee (SSC). The SSC plays an important role with the responsibilities or reviewing and analyzing student achievement data, gathering community input, Helping develop the Single Plan for Student Achievement, developing the school budget, and monitoring the implementation of the plan and budget.

Parents are also invited to participate in Santa Fe School's English Learner Advisory Committee (ELAC). The role of ELAC is to advise the principal and School Site Council on programs and services for English Learners.

Santa Fe 's Parent Club plays an active role in the community and at our school site through fundraising and in special activities. Additionally, to chaperoning field trips and volunteering in the classroom. Santa Fe School has established activities for parents to volunteer their time for in-class, afterschool activities, and school-wide events.

Contact Information
Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-6614. The district's website (www.porterville.k12.ca.us) also provides a variety of helpful resources and information for parents, students, staff, and community members.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (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 Santa Fe Elementary School. Teachers supervise students on campus before and after school, and during all break times. There is a designated area for student drop-off and pick-up: kindergarten students are asked to arrive/depart from the corner of Locust Street and Howard Avenue; first through fifth grade students must utilize the area in front of the multi-purpose room. Visitors to the campus must sign in at the office and display their pass at all times. Additionally for the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. All fingerprinting appointments must be made through our school site secretary.

The School Site Safety Plan was most recently revised in fall 2011 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month and earthquake drills are held twice a year.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.34	1.79	0.50
Expulsions Rate	0.00	0.22	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.91	5.95	5.91
Expulsions Rate	0.25	0.64	0.34
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2006-2007
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	29	26				5	5	5			
1	26	30	25				5	5	5			
2	29	25	23			1	5	5	5			
3	25	27	24				5	5	5			
4	33	31	27				2	2	5	1	2	
5	31	33	24				3	1	5		2	
6	34	30						3		3		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Staff members meet weekly and dual teachers daily. For the past three years, the district has offered two staff development days. The district has added professional development half days every first Wednesday of the month and district grade level meetings.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, technology and methodologies. Our teachers continue to attend West Ed trainings that focus on research based best instructional practices and continue to review the practices with the support of our school site Instructional Coach.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,580	$43,062
Mid-Range Teacher Salary	$65,824	$67,927
Highest Teacher Salary	$85,004	$87,811
Average Principal Salary (ES)	$143,127	$110,136
Average Principal Salary (MS)	$134,920	$115,946
Average Principal Salary (HS)	$142,109	$124,865
Superintendent Salary	$192,148	$211,869
Percent of District Budget		
Teacher Salaries	37%	39%
Administrative Salaries	4%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,299	$1,138	$4,161	$59,055
District	♦	♦	$6,336	$71,239
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			-34.3	-16.0
Percent Difference: School Site/ State			-11.3	-14.9

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title IV Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.