



Los Molinos Elementary School

7700 Stanford Avenue • Los Molinos, CA 96055 • 530.384.7903 • Grades K-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Los Molinos Unified School District

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District Governing Board

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District Administration

Joey Adame
Superintendent
Jennie Bachmeyer
Principal, Los Molinos Elementary
Miguel Barriga
Principal, Los Molinos High School
Debbie Burgett
Teacher/Principal, Vina Elementary

School Description

Los Molinos Elementary is located 20 miles north of Chico, California. We are one of five schools in the Los Molinos Unified School District. Our school is located in a rural setting within the small farming community of Los Molinos. We are a Pre K through 8th-grade school and include a Special Day Class with 330 students. We are a School-Wide Title I school and offer students specialized programs in Math, Reading and Language Arts acquisition. Los Molinos Elementary School was recognized as a Title I Academic Achievement School in March of 2005, January 2008, January 2011, and January 2012. In addition, we were named a California Distinguished School in 2012. Los Molinos Elementary has fully converted to Common Core Standards and New Generation Science Standards. We are proud of the academic achievement and progress our students have made over the past few years and we are making positive progress in closing the achievement gap. Los Molinos Elementary is an "Achieving School" with a strong dedicated staff, excellent parent support and a strong commitment to student success and achievement.

"Our mission at Los Molinos Elementary School is to provide our diverse student community with exceptional educational opportunities that inspire academic achievement and life-long learning." Los Molinos Elementary supports this mission and our students by working toward Los Molinos Unified School District Board Goals:

- Through the PLC format all grade levels and departments will regularly review data to drive instruction
- Continually review priority common core standards, new generation science standards, and technology standards to align instructional lessons and units of study to prepare our students for 21st century learning
- Create K-12 Vertical Articulation, Alignment and Collaboration, school-to school at least two (3) times per year (Include all grade levels and departments K-12)
- K-12 alignment of technology devices, Provide Professional Development for the Integration of Technology into Instruction, 1:1 devices grades 1-12
- All teachers K-12 will use explicit instructional strategies to support academic language acquisition for all students
- All students will meet the necessary grade requirements to ensure college and career readiness

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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	57
Grade 1	41
Grade 2	34
Grade 3	32
Grade 4	32
Grade 5	33
Grade 6	33
Grade 7	38
Grade 8	27
Total Enrollment	327

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	2.1
Asian	1.2
Filipino	0
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	0
White	43.4
Two or More Races	3.7
Socioeconomically Disadvantaged	87.5
English Learners	16.8
Students with Disabilities	11
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Los Molinos Elementary School	15-16	16-17	17-18
With Full Credential	19	19	19
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence			
Los Molinos Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Molinos Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Los Molinos is current on the textbook adoption cycle and each child has textbook availability.

Textbooks and Instructional Materials Year and month in which data were collected: 2017-September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Our Core Reading program adopted in 2017 is Houghton Mifflin Journeys. Additionally as a supplementary reading intervention program we utilize SRA Reading Mastery. All students have materials and supplies for reading instruction.</p> <p>100%</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 Math Expressions is our CORE adopted textbook for K-5. Adequate supplies are available for each student. This was adopted 2014-2015 school year. CPM is our CORE adopted textbook for 6-8 grade.</p> <p>100%</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>TCI Science is our Core science program. Adequate supplies and materials for each student. This was adopted 2015-2016.</p> <p>100%</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>Scott Foresman/Pearson are the Core History/Social materials we currently use.</p> <p>100%</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health is taught through our PE program.</p> <p>100%</p>
Visual and Performing Arts	<p>Music teacher provides instruction to all students in visual and performing arts with an emphasis in music history.</p> <p>100%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Los Molinos Elementary was constructed in 1962. The school facilities continue to be a focus for ongoing improvement. The playground boxes were the subject of last summer's improvement. The pea gravel was removed and replaced with recycled and shredded rubber. The school annually brings in the CDF (California Department of Forestry) workers to work with our grounds crews in making needed improvements. The Booster Club improved the playground by replacing and painting the wall ball walls and the backboards for the basketball courts and purchased an electronic marquee at the front of the school in previous years. Although the school buildings are old, the school is well taken care of and the community of Los Molinos has access to the fields and play equipment during off school hours.

Los Molinos Elementary is rated as "Good" with an overall rating of 92.28%. A "Good" rating means the school is maintained in good repair with a number of non-critical deficiencies noted.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 09/05/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				For a building that is over 55 years old, the condition of the buildings is very acceptable.
Interior: Interior Surfaces		X			Kitchen flooring needs to be redone
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Modernization money has been secured and projects planned.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				Portables show deficiency in siding and subfloor which have dryrot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	46	40	43	36	48	48
Math	33	27	32	26	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	66	70	58	59	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.7	20.6	35.3

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	71	70	98.6	70.0
Male	43	42	97.7	76.2
Female	28	28	100.0	60.7
Hispanic or Latino	36	36	100.0	58.3
White	32	31	96.9	87.1
Socioeconomically Disadvantaged	52	52	100.0	65.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 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	195	184	94.36	40.22
Male	106	98	92.45	33.67
Female	89	86	96.63	47.67
Hispanic or Latino	98	91	92.86	31.87
White	77	74	96.1	52.7
Two or More Races	11	10	90.91	30
Socioeconomically Disadvantaged	163	154	94.48	36.36
English Learners	71	66	92.96	28.79
Students with Disabilities	28	27	96.43	29.63

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 2016-17 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	194	185	95.36	27.32
Male	105	98	93.33	31.96
Female	89	87	97.75	22.09
Hispanic or Latino	97	92	94.85	24.44
White	77	74	96.1	32.43
Two or More Races	11	10	90.91	20
Socioeconomically Disadvantaged	162	155	95.68	25.49
English Learners	70	67	95.71	18.18
Students with Disabilities	27	26	96.3	20.83

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement at Los Molinos Elementary is critical to the success and learning of each child. As part of our school handbook, a Parent Compact is signed at the beginning of the school year. We strongly encourage parents to work in the classroom volunteering and working with children whenever possible. It is district policy that parents who work directly with children are fingerprinted at the County Sheriff's Department and have a TB test.

We have a very active Booster Club which organizes special activities and events that support learning. Most recently, the Booster Club has supported Open House, Back-to-School Night, Field trips, Halloween Carnival, Book Give Away four times a year, and different student-sponsored activities.

Our ELAC meets at Los Molinos Elementary four times per year to share information and promote understanding of supports and assessments of English Language Learners. In addition, ELAC members are involved in Booster Club and School Site Council. They offer to provide translation services for families during events such as Back to School Night and Open House.

The Los Molinos School Site Council includes representatives of the school, community, and school staff who meet regularly to develop an annual program plan to meet the needs of Los Molinos students. Throughout the year, the S.S.C. monitors and evaluates the school programs, making needed changes on an ongoing basis. All parents and community members are welcome to attend S.S.C. meetings. They are held the third Monday of the months of September, January, March, and May at 3:15 p.m. in the library.

Parent involvement and support is welcome and strongly encouraged at Los Molinos Elementary. If parents want to volunteer their time at Los Molinos Elementary, we encourage parents to contact the office at 384-7903 and set up an appointment to review policy and procedures.

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

Los Molinos Elementary School has a school safety committee made up of staff, safety officials, and parents. The School Safety Plan is updated yearly and submitted to the Tehama County Office of Education. Each staff member is provided with a school-wide safety plan. This plan was developed with the guidance and support of the Tehama County Office of Education and our District Leadership Team. Monthly fire and lockdown drills are held and recorded. Earthquake drills are held once a year. Health and safety agenda items are placed on all staff and School Site Council meeting agendas and discussed with staff and parents. All parents or visitors coming on campus must check in with the office and receive a visitor's badge. The school is fenced around the entire campus. There are security cameras that were installed in the summer of 2011 and an intercom system in 2013. Annual Safe School Summits are attend by administration, office staff, and a minimum of two teachers/instructional aides. ALICE training for intruders on campus began the summer of 2016. In 2018, an ALICE training was provided for all staff in the district.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	3.7	4.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.1	3.4	5.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1.2
Nurse	0.4
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.8
Other	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	20	18	3	3	2			4			
1	18	20	24	1	2				2			
2	21	21	21				1	1.5	2			
3	22	22	21				2	1.5	4			
4	23	23	22				1	1.5	2			
5	26	26	21			2	2	1.5	2			
6	24	30	20			2	6	1	10			
Other		18	11			2		3				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Curriculum improvement is an ongoing process at Los Molinos Elementary and is coordinated with district and county support and effort. The driving force behind professional development continues to be our Single Plan for Student Achievement. Additionally, Smarter Balance assessment data and surveys from parents, students, and staff contribute to the overall plan for school-wide improvement. Surveys are conducted by the School Site Council committee. The staff development focus goals for the 2017-2018 are:

- All staff will develop yearly plans, pacing calendar, curriculum binders, and alignment charts through Professional Learning Communities (PLC) and SMART goals
- All staff will analyze student data assessments (Smarter Balance Assessment, Interim Benchmark Assessments, CELDT, Weekly and Unit Assessments), and make curricular adjustments to instruction.
- * Ongoing Staff Development regarding scientifically proven instructional strategies and Common Core instruction/standards.
- * Multi-Tiered Systems of Supports (MTSS) to promote Positive Behavior Interventions and Support (PBIS), Academic RTi, Parent & Community Engagement
- * AVID Elementary

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,164
Mid-Range Teacher Salary		\$61,818
Highest Teacher Salary		\$84,567
Average Principal Salary (ES)		\$96,125
Average Principal Salary (MS)		\$103,336
Average Principal Salary (HS)		\$101,955
Superintendent Salary		\$126,855
Percent of District Budget		
Teacher Salaries	34%	32%
Administrative Salaries	7%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8850	2480	\$6,370	\$61,192
District	♦	♦	\$6,370	
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			19.1	2.9

* Cells with ♦ do not require data.

Types of Services Funded

Types of Services Funded:

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

1. Academic Intensive Assistance

Los Molinos Elementary offers after-school Intensive Remedial instruction for students in grades 1-8 who are classified Far Below Basic, Below Basic and Basic on their State of California exams, Discovery Education Assessments, and school-based assessments. Intensive tutoring allows for remedial instruction two days per week for students having difficulty in reading and/or math. This program is established at the beginning of each year and staffed by teachers.

2. Reading Mastery

Los Molinos Elementary offers a supplemental reading program each day from 8:45-9:45 a.m. for students in grades K-6. Students are placed in leveled reading groups for universal access to instructional materials. The supplemental reading program is READING MASTERY SRA program that was approved by the Board of Trustees. Instructional aides paid through Title I along with teaching staff were trained and implemented the program in January of 2006.

3. California First 5 Program

Los Molinos Elementary received a four-year grant from the State of California for a First Five Program. This program identifies and works with families who have children ages 0-5. The purpose of our First 5 program is to help prepare children for Kindergarten. The First 5 program can be reached by calling 530-384-7903, extension 3319. The First 5 Coordinator is Michelle Rosauer.

4. Sports

Competitive sports are offered throughout the school year for students in grades 6, 7, and 8. Sports are funded from general fund budget. Volleyball, Soccer, Flag Football, Basketball, and Softball are offered for both boys and girls. Students must meet an academic GPA of 2.0 with no F's to be eligible to participate in sports. Students who do not meet these requirements can apply for academic probation.

5. Library

Our school library is open daily for student book check-out. Additionally, students may test out of their books by taking an Accelerated Reader test.

6. Science Technology Engineering and Math Club (STEM)

Los Molinos Elementary offers (STEM) instruction through the regular classroom program after school. Our STEM coordinator oversees the program.

7. Accelerated Reader Motivational Reward Programs-

Classes have a friendly competition each week for reading levels. When students pass books on Accelerated Reader, levels are accumulated. The goal is for all students to be at Level 10 by the end of the year. Classes are rewarded weekly by levels earned in the prior week. This year's theme is "Be a Star and Read." Prizes earned are T-shirts, sack packs, and snacks. The Reading Coordinator's stipend and the students' prizes are funded through SSC.

8. Summer Reading Program.

Students in grades K-7 are provided with a Summer Reading incentive program with the city's library.

Additional Supportive Programs for Student Engagement, Parent Engagement, School Climate & Culture

Back to School Night – Back-to-school night is held in the fall of each year to share with parents grade level standards and curriculum to be taught for the year.

Open House – an evening activity held in the spring of each year to “Showcase” student work. Booster Club provides a meal along with student entertainment.

Read Across America – March 2nd, this is a celebration of reading each year. Volunteer readers from the community visit our school and talk about the value of reading through their own experiences.

Rachel's Challenge - Anti Bully campaign focused on restoring kindness and compassion. This is a TK-8 grade program.

8th Grade Promotion – the last official activity of the year is to recognize and promote 8th-grade students to High School. Awards, speeches, and recognition are key to the celebration.

8th Grade End-of-Year Trip – 8th-grade students raise funds for an end-of-year trip to Marine World. A student then spends the day at the Marine World park in Vallejo as a culminating fun activity.

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 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.