



Nancy Cory Elementary School

3540 West Avenue K-4 • Lancaster, CA, 93536 • 661-722-1010 • Grades K-6

David Denning, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Lancaster School District

44711 North Cedar Ave.

Lancaster, CA 93534

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District Governing Board

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Chris Grado

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Dr. Michele Bowers

Superintendent

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Human Resources Services

Brenda Smith

Assistant Superintendent

Educational Services

Leona Smith

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Business Services

School Description

We believe in providing an environment and experiences by which individuals can develop mentally, physically, emotionally, socially, creatively, and morally. We believe in imparting transferable skills, knowledge, and values that will help our students surmount the challenges they will meet.

We believe in providing successful learning experiences for students of all ability levels, by using a variety of instructional materials, methods, technology, experiential opportunities, and teaching styles.

We believe in providing a school climate that maintains excellence in all facets of education, maximizes each child's potential, enhances each student's self-image, promotes awareness of the importance of education, fosters a sense of belonging, and inspires in each student a sense of responsibility to the school, to the environment, to self, and to others.

Students, parents, and staff will work as partners to provide a rigorous education in an environment that engages and empowers all children to become life-long learners. Students will be thinking, literate, productive, responsible, and ethical individuals who will be able to compete in and contribute to a diverse global society.

The educational community, as a reflection of society, should demonstrate concern and respect for others.

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 661-722-1010 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	87
Grade 2	94
Grade 3	87
Grade 4	79
Grade 5	102
Grade 6	95
Total Enrollment	651

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	22
American Indian or Alaska Native	0.8
Asian	1.8
Filipino	0.9
Hispanic or Latino	43.9
White	26
Two or More Races	4.5
Socioeconomically Disadvantaged	76.5
English Learners	12.4
Students with Disabilities	10.6
Foster Youth	2

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

Nancy Cory Elementary School	13-14	14-15	15-16
With Full Credential	24	24	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lancaster School District	13-14	14-15	15-16
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Nancy Cory 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	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.

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	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	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)

With the exception of Reading/Language Arts, all textbooks were selected from the most recent list of standards-based materials adopted by the California State Board of Education and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Textbooks are chosen after careful review and piloting by teachers and then are approved by the Board of Trustees. There are textbooks/instructional materials for each student in each subject. All books are in good to fair condition.

New materials were adopted by the State Board during the 2015/16 school year for Reading/Language Arts. The District will review these materials during the year, conduct a pilot by teachers and submit for Board approval during the 2016/17 school year, and new Reading/Language Arts materials will be purchased for use for use by all students beginning in August of 2017.

Textbooks and Instructional Materials Year and month in which data were collected: September, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Houghton Mifflin Medallion / 2009 6 McDougal Littell The Language of Literature / 2002 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Mathematics	K-5 McGraw Hill My Math 2014 6 McGraw Hill California Math 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Pearson Scott Foresman California Science / 2007 6 Glencoe Science Focus On / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Pearson Scott Foresman History Social Science for California / 2006 6 McDougal Littell California Middle School Social Studies / 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

General
The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the Los Angeles County Office of Education. The results of this survey are available at the school office or at the district office.

School Buildings
Nancy Cory was built in 1989. Our main building houses the front, health, and principal's offices, staff lounge, cafeteria, and library. We have a total of 24 classrooms—18 are permanent and 6 are re-locatable.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The Supervisor of Operations works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2015-16 school year, the district has budgeted \$1,000,000.00 for the deferred maintenance program.

Deferred Maintenance Projects
During the 2014-15 school year, the exterior of the school was painted.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: December, 2014

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				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
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	30	25	44
Math	18	13	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	53	57	42	46	46	42	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	21.00	23.00	22.00

* 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	42
All Student at the School	42
Male	45
Female	39
Black or African American	25
Asian	--
Hispanic or Latino	33
White	59
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	34
Students Receiving Migrant Education Services	--
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	92	88	95.7	36	30	19	14
	4	83	82	98.8	46	27	11	16
	5	102	101	99.0	40	34	23	4
	6	97	92	94.8	35	33	24	9
Male	3		46	50.0	50	24	15	9
	4		35	42.2	46	29	11	14
	5		56	54.9	50	27	16	7
	6		47	48.5	38	30	26	6
Female	3		42	45.7	21	36	24	19
	4		47	56.6	47	26	11	17
	5		45	44.1	27	42	31	0
	6		45	46.4	31	36	22	11

**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
Black or African American	3		15	16.3	73	20	7	0
	4		20	24.1	65	15	10	10
	5		20	19.6	60	40	0	0
	6		24	24.7	46	46	8	0
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	4		1	1.2	--	--	--	--
Asian	3		2	2.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		4	4.1	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		2	2.4	--	--	--	--
Hispanic or Latino	3		43	46.7	33	33	21	14
	4		38	45.8	45	34	13	8
	5		41	40.2	41	37	17	5
	6		35	36.1	31	29	23	17
White	3		23	25.0	22	26	22	26
	4		16	19.3	50	25	6	19
	5		37	36.3	24	30	41	5
	6		28	28.9	32	32	32	4
Two or More Races	3		3	3.3	--	--	--	--
	4		4	4.8	--	--	--	--
	5		2	2.0	--	--	--	--
	6		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		59	64.1	46	32	15	5
	4		68	81.9	49	28	12	12
	5		73	71.6	44	34	19	3
	6		79	81.4	38	34	20	8
English Learners	3		19	20.7	47	32	16	5
	4		5	6.0	--	--	--	--
	5		12	11.8	50	42	8	0
	6		6	6.2	--	--	--	--
Students with Disabilities	3		11	12.0	91	0	0	0
	4		7	8.4	--	--	--	--
	5		9	8.8	--	--	--	--
	6		8	8.2	--	--	--	--

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
Students Receiving Migrant Education Services	5		1	1.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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	92	87	94.6	37	29	28	7
	4	83	80	96.4	46	36	15	3
	5	102	101	99.0	67	26	6	1
	6	97	91	93.8	54	32	13	1
Male	3		46	50.0	41	26	26	7
	4		34	41.0	38	44	18	0
	5		56	54.9	68	27	4	2
	6		46	47.4	52	35	13	0
Female	3		41	44.6	32	32	29	7
	4		46	55.4	52	30	13	4
	5		45	44.1	67	24	9	0
	6		45	46.4	56	29	13	2
Black or African American	3		15	16.3	60	33	7	0
	4		20	24.1	55	30	15	0
	5		20	19.6	85	15	0	0
	6		24	24.7	88	8	4	0
American Indian or Alaska Native	3		1	1.1	--	--	--	--
	4		1	1.2	--	--	--	--
Asian	3		2	2.2	--	--	--	--
	4		1	1.2	--	--	--	--
	5		1	1.0	--	--	--	--
	6		4	4.1	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		2	2.4	--	--	--	--

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
Hispanic or Latino	3		42	45.7	38	21	31	10
	4		36	43.4	47	42	11	0
	5		41	40.2	73	22	5	0
	6		34	35.1	47	35	15	3
White	3		23	25.0	26	35	30	9
	4		16	19.3	44	38	6	13
	5		37	36.3	49	38	11	3
	6		28	28.9	39	50	11	0
Two or More Races	3		3	3.3	--	--	--	--
	4		4	4.8	--	--	--	--
	5		2	2.0	--	--	--	--
	6		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		58	63.0	47	31	19	3
	4		66	79.5	50	33	17	0
	5		73	71.6	74	23	3	0
	6		78	80.4	59	29	12	0
English Learners	3		18	19.6	33	28	33	6
	4		5	6.0	--	--	--	--
	5		12	11.8	92	8	0	0
	6		6	6.2	--	--	--	--
Students with Disabilities	3		11	12.0	91	9	0	0
	4		7	8.4	--	--	--	--
	5		9	8.8	--	--	--	--
	6		8	8.2	--	--	--	--
Students Receiving Migrant Education Services	5		1	1.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

We seek to build positive partnerships with families and the community. The following opportunities for involvement exist at Nancy Cory Elementary School:

- Parent Teacher Organization
- School Site Council
- English Learner Advisory Committee
- AAAC

There are numerous other ways to get involved in your child's education. For further information, contact Principal, David Denning, at 661-722-1010.

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

Safety Plans are revised and reviewed annually with the staff and School Site Council at the beginning of each school year. Key elements addressed by the plan include:

- Child abuse reporting procedures
- Disaster procedures regarding teacher notification of dangerous students
- Sexual harassment policy
- School-wide dress code
- Provisions for safe ingress and egress to and from school
- Provisions for a safe and orderly environment conducive to learning
- Rules and procedures on school discipline
- Procedures for reporting hate crime

A full description of all elements is available from the school office or from the Pupil Safety and Attendance Department of the District Office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.73	2.71	1.47
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	9.94	8.53	7.18
Expulsions Rate	0.51	0.44	0.30
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	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	19	
Percent of Schools Currently in Program Improvement	90.5	

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	26	27	25	3	3	3	27	27	36			
1	29	26	24	3	3	3	24	24	24			
2	25	28	22	3	4	12	24	24	24			
3	22	17	24	13	20	4	27	27	27			
4	30	30	36	3	3	2		9		27	18	18
5	23	30	32	6	3	2	18				27	27
6	31	28	27	1		3	12	12	6	5		12
Other	13	2	11	8	1	8						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.14
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.68
Social Worker	0
Nurse	.18
Speech/Language/Hearing Specialist	.82
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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

The Lancaster School District provides professional development throughout the school year that trains and supports staff in the effective implementation of our adopted core and cornerstone programs including, but not limited to: 21st Century Instructional Strategies, Unit and Lesson Design and Delivery, Data Analysis, Leadership Training, Thinking Maps, Writing Instruction, Coaching, Direct Instruction, Building Academic Vocabulary, Culturally Responsive Teaching and Learning, Integrating Technology into the Classroom, PBIS, Intervention, and Differentiation in Strategies for teaching EL, GATE, and at-risk students. High-quality, ongoing professional development opportunities are recognized as an important component in our work towards continuous improvement in student learning.

Ongoing opportunities include in-services during and after the work day as well as through site and district in class and on site coaching. All teachers are provided multiple opportunities to receive optional paid professional development. The 2015-2016 school year calendar allows for 38 minimum days in which 17 days are utilized to provide 1-2 hours of district and site designed professional development specific to their needs. Outside workshops, conferences and other in-services that provide more in-depth training and further prepare our staff members to become trainers for our district are available as approved by the Board of Trustees.

Professional development supporting our instructional programs and services for students is also provided for our classified staff members. Additionally, workshops designed to improve technology skills, provide training with key software programs utilized in the district, and offer information on personal excellence and social responsibility are included in the professional development course offerings for classified staff throughout the school year.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,679	\$43,091
Mid-Range Teacher Salary	\$66,499	\$70,247
Highest Teacher Salary	\$87,908	\$89,152
Average Principal Salary (ES)	\$114,417	\$112,492
Average Principal Salary (MS)	\$112,458	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$167,108	\$192,072
Percent of District Budget		
Teacher Salaries	38%	41%
Administrative Salaries	5%	6%

* 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	\$5,921	\$1,741	\$4,180	\$73,944
District	♦	♦	\$4,237	\$70,969
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			-1.3	4.2
Percent Difference: School Site/ State			-21.8	1.3

* Cells with ♦ do not require data.

Types of Services Funded

Local Control Funding Formula (LCFF) Base, Supplemental, and Concentration funds are utilized as outlined in the Local Control Accountability Plan (LCAP) to insure that all students receive the intervention or enrichment support and services that are needed to help them become proficient in academic areas. Before and after school tutoring for at risk and EL students may also be available through Title I funding. Students at program improvement schools may also apply for choice or supplemental services.

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.