Ralph A. Gates Elementary School

23882 Landisview Ave. • Lake Forest CA, 92630 • (949) 837-2260 • Grades K-6
Yvonne Estling, Principal
Yvonne.Estling@svusd.org
www.schools@svusd.org

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

Saddleback Valley Unified School District
25631 Peter A. Hartman Way
Mission Viejo CA, 92691
(949) 586-1234
www.svusd.org

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Ginny Faye Aitkens

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School Description

Vision

Gates Elementary School is a snapshot of California's population. We serve students of diverse cultural, ethnic, and socio-economic backgrounds. The uniqueness of our student population is addressed through a stimulating learning environment with instruction that meets students' appropriate academic level. We strive for high academic standards and expectations for all students.

Self-esteem is a critical facet in the education of the whole child. Through an environment of mutual respect, positive reinforcement and opportunities to build good character, our students develop a positive self concept. This positive self-esteem is the vehicle through which all students become responsible citizens and learn the skills necessary to adapt to a constantly changing society.

We encourage our parents to be active partners in the education of their children by providing information and resources that allow them to take an appropriate role in supporting their child's learning. The team of child, teacher, and parent working together is key to the success of our students. With this team support, as students leave Gates School they are able to successfully meet the challenges that lie ahead of them in this multi-faceted world.

Mission

The mission of the Gates school community is to meet the needs of the whole child so that each child can be a successful individual and a contributing member of society.

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 (949) 837-2260 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	159
Grade 1	186
Grade 2	165
Grade 3	148
Grade 4	128
Grade 5	125
Grade 6	148
Total Enrollment	1,059

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	1.1
Filipino	2.7
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	0.1
White	13.2
Two or More Races	3.5
Socioeconomically Disadvantaged	60.9
English Learners	56.1
Students with Disabilities	5.4
Foster Youth	0.5

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			
Ralph A. Gates Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	37	38	40
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1195
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ralph A. Gates Elementary	**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)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	High Point Basics Student Book Adopted 2004 HM Reading: A Legacy of Literature Adopted 2004 Holt Literature and Language Arts Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 **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)

We modernized our site in 1999, bringing all classroom and workspaces up to federal and state safety and building codes. A security alarm system protects the extensive technology on the site. Between 2001 and 2004, we replaced all playground equipment with modern play structures that meet new state safety codes. Many classrooms received new carpeting. Our upper grade playground's field received new irrigation and new sod.

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: 10-6-15					
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				Carpet buckling, to be repaired when carpet is replaced. Stained ceiling tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Burnt out light bulbs a cracked lenses, to be repaired by custodian.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Drinking fountain not working correctly, to be repaired by plumber.
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	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	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	49	61	44
Math	34	47	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	67	57	65	81	80	79	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	16.70	15.10	31.70

* 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	79
All Student at the School	65
Male	69
Female	61
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	60
White	100
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	38
Students with Disabilities	55
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	151	149	98.7	32	24	27	17
	4	129	128	99.2	30	23	21	24
	5	129	123	95.3	23	26	37	15
	6	150	147	98.0	15	30	40	14
Male	3	151	67	44.4	34	25	21	19
	4	129	62	48.1	26	26	23	24
	5	129	66	51.2	24	26	38	12
	6	150	81	54.0	22	25	36	16
Female	3	151	82	54.3	29	23	32	16
	4	129	66	51.2	35	21	20	24
	5	129	57	44.2	21	26	35	18
	6	150	66	44.0	6	36	45	12
Black or African American	3	151	2	1.3	--	--	--	--
	5	129	1	0.8	--	--	--	--
	6	150	1	0.7	--	--	--	--
Asian	3	151	2	1.3	--	--	--	--
	4	129	1	0.8	--	--	--	--
	5	129	2	1.6	--	--	--	--
	6	150	4	2.7	--	--	--	--

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
Filipino	**3**	151	3	2.0	--	--	--	--
	4	129	4	3.1	--	--	--	--
	5	129	5	3.9	--	--	--	--
	6	150	5	3.3	--	--	--	--
Hispanic or Latino	**3**	151	113	74.8	42	26	19	13
	4	129	96	74.4	40	26	21	13
	5	129	99	76.7	26	29	33	11
	6	150	113	75.3	18	32	35	14
Native Hawaiian or Pacific Islander	**3**	151	1	0.7	--	--	--	--
White	**3**	151	21	13.9	0	10	62	29
	4	129	22	17.1	0	18	27	55
	5	129	13	10.1	0	15	46	38
	6	150	21	14.0	5	19	57	19
Two or More Races	**3**	151	7	4.6	--	--	--	--
	4	129	4	3.1	--	--	--	--
	5	129	3	2.3	--	--	--	--
	6	150	3	2.0	--	--	--	--
Socioeconomically Disadvantaged	**3**	151	96	63.6	44	27	23	6
	4	129	80	62.0	45	28	19	8
	5	129	71	55.0	35	28	31	6
	6	150	89	59.3	22	40	29	7
Students with Disabilities	**3**	151	8	5.3	--	--	--	--
	4	129	4	3.1	--	--	--	--
	5	129	11	8.5	64	18	9	9
	6	150	12	8.0	25	33	42	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**	151	150	99.3	31	31	26	11
	4	129	129	100.0	29	37	19	14
	5	129	128	99.2	45	32	16	6
	6	150	150	100.0	29	29	25	17
Male	**3**	151	68	45.0	32	26	24	15
	4	129	63	48.8	19	46	22	13
	5	129	69	53.5	41	29	19	12
	6	150	81	54.0	32	20	25	23
Female	**3**	151	82	54.3	30	34	28	7
	4	129	66	51.2	39	29	17	15
	5	129	59	45.7	49	36	14	0
	6	150	69	46.0	25	41	25	10
Black or African American	**3**	151	2	1.3	--	--	--	--
	5	129	1	0.8	--	--	--	--
	6	150	1	0.7	--	--	--	--
Asian	**3**	151	2	1.3	--	--	--	--
	4	129	1	0.8	--	--	--	--
	5	129	2	1.6	--	--	--	--
	6	150	4	2.7	--	--	--	--
Filipino	**3**	151	3	2.0	--	--	--	--
	4	129	4	3.1	--	--	--	--
	5	129	6	4.7	--	--	--	--
	6	150	5	3.3	--	--	--	--
Hispanic or Latino	**3**	151	115	76.2	40	33	20	6
	4	129	97	75.2	38	41	13	7
	5	129	103	79.8	50	31	14	4
	6	150	116	77.3	34	32	23	10
Native Hawaiian or Pacific Islander	**3**	151	1	0.7	--	--	--	--
White	**3**	151	20	13.2	0	20	45	30
	4	129	22	17.1	5	27	45	23
	5	129	13	10.1	8	46	46	0
	6	150	21	14.0	5	29	29	38
Two or More Races	**3**	151	7	4.6	--	--	--	--
	4	129	4	3.1	--	--	--	--
	5	129	3	2.3	--	--	--	--
	6	150	3	2.0	--	--	--	--

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
Socioeconomically Disadvantaged	**3**	151	97	64.2	43	34	20	3
	4	129	81	62.8	41	43	12	4
	5	129	75	58.1	64	25	7	4
	6	150	91	60.7	42	35	16	7
Students with Disabilities	**3**	151	8	5.3	--	--	--	--
	4	129	4	3.1	--	--	--	--
	5	129	11	8.5	82	9	9	0
	6	150	12	8.0	33	33	17	17
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

Parents play an important role at Gates, and we welcome new parents to our organizations. Our SSC includes parents and staff, and it approves our school's annual plan and budget expenditures. Our ELAC includes our English Learner parents and provides workshops and information. In addition, ELAC provides input to our school plan and expenditures. Our parent organizations, PTA and Advocates for Language Learners (ALL), have contributed to funding our Art Masters art program, field trips, new playground equipment, and many school programs. We provide Spanish translation at PTA and ALL meetings. Both the PTA and ALL help support our Reading Counts computer-based comprehension tests in both English and Spanish. To find out more about becoming involved at our school, contact Yvonne Estling at (949) 837-2260.

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

We integrate district-approved safety guidelines into our site discipline and character education plans in collaboration with School Site Council, English Language Advisory Committee, the Student Council, and other groups. We review our School Safety Plan annually in October and work collaboratively with parents and staff to address safety needs. Regular communication is sent home with parents reminding them of important school safety procedures. To prepare students and staff for emergencies, our Site Safety Plan includes simulated disaster drills twice a year and monthly fire drills. All visitors are required to check in at the school office.

Suspensions and Expulsions			
School	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	0.39	0.19	0.91
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
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	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2013-2014
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

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	28	30	32				6	6	4			1
1	25	26	27				6	7	7			
2	30	31	28				4	4	6			
3	29	31	30				4	5	5			
4	32	33	30				3	1	4	2	2	
5	32	34	30				2	1	3	1	4	1
6	26	31	32	1			3	3	2	1	1	3

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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.70
Resource Specialist	
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.

Professional Development provided for Teachers

Teachers meet weekly in grade-level teams to review student work, plan instruction, and review teaching strategies. Teachers attend district staff development workshops, county workshops, and state workshops to improve teaching methods and lesson delivery.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$30,000	$43,165
Mid-Range Teacher Salary	$70,870	$68,574
Highest Teacher Salary	$95,849	$89,146
Average Principal Salary (ES)	$111,534	$111,129
Average Principal Salary (MS)	$120,491	$116,569
Average Principal Salary (HS)	$128,082	$127,448
Superintendent Salary	$279,692	$234,382
Percent of District Budget		
Teacher Salaries	45%	38%
Administrative Salaries	5%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	4496.16	393.86	$4,210	$89,129
District	♦	♦	4102.30	$78,959
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			2.6	15.1
Percent Difference: School Site/ State			-10.2	26.0

* Cells with ♦ do not require data.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.
* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.
* Provide appropriate, current instructional materials.
* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.
* Support continued implementation of strategies for Designated and Integrated ELD.
* Expand intervention programs for at-risk students to prepare them for "a-g" courses.
* Expand Advancement Via Individual Determination (AVID).
* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.
* Expand Counseling Services.
* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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.