

Whitney High School

701 Wildcat Blvd. • Rocklin, CA 95765 • 916.632.6500 • Grades 9-12

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



Rocklin Unified School District

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District Governing Board

Camille Maben
Todd Lowell
Greg Daley
Susan Halldin
Wendy Lang

District Administration

Roger Stock
Superintendent

School Description

Whitney High School is a public California Distinguished High School in the Rocklin Unified District, an honor earned only four years after the school opened on August 22, 2005. The academic year is split into two semesters. The school offers eight classes on an alternating schedule of 85 minute blocks. Whitney is organized into Professional Learning Communities (PLC's) comprised of interdependent teacher teams organized to focus on results driven academics for all students. Whitney High School's instructional methods promote mastering state standards.

All students at Whitney High School must complete 250 credits for graduation. The credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Math, 35 in Social Science, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Applied Science and 10 in Visual and Performing Arts. Students must also complete Expected Schoolwide Learning Results (ESLRS) along with 25 hours of documented community service. Honors and AP courses are offered throughout a student's high school career in Language Arts, History, Government, Geography, Microeconomics, Chemistry, Physics, Biology, Foreign Language, Art, and Calculus.

Mission Statement

At Whitney High School we promote individual purpose, critical thinking, student-centered programs and instill core values. We do this so everyone can discover and develop their talents to become successful.

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 916.632.6500 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	498
Grade 10	497
Grade 11	491
Grade 12	440
Total Enrollment	1,926

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.6
Asian	7.3
Filipino	4.7
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0.5
White	65.9
Two or More Races	6.5
Socioeconomically Disadvantaged	20.7
English Learners	0.9
Students with Disabilities	8
Foster Youth	0.4

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

Whitney High School	13-14	14-15	15-16
With Full Credential	79	81	86
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	535
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School

Whitney High 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	99.7	0.4
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.6	0.4

* 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)

Textbooks and Instructional Materials
Year and month in which data were collected: 6-1-2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	There are sufficient standards-aligned textbooks and other materials for each pupil. 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)

Whitney High School was brand new in the 2005-2006 school year. Whitney continues to be fully compliant with all guidelines regarding facilities. The grounds and buildings are clean and well maintained by custodial, grounds, maintenance and teaching staff.

During the fall of 2012 landscaping improvements were made between the softball field to ease maintenance requirements.

During the summer of 2014 two relocatables were added for growth and currently house the ROTC program.

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 State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 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			Several ceiling tiles need replacement.
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	89	69	44
Math	59	57	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	79	83	78	83	88	83	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
9	9.30	15.30	70.10

* 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	83
All Student at the School	78
Male	80
Female	79
Black or African American	--
American Indian or Alaska Native	--
Asian	82
Filipino	80
Hispanic or Latino	69
White	81
Two or More Races	78
Socioeconomically Disadvantaged	51
English Learners	--
Students with Disabilities	68
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	11	473	462	97.7	2	8	37	52
Male	11		230	48.6	3	10	36	50
Female	11		232	49.0	1	7	37	53
Black or African American	11		9	1.9	--	--	--	--
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		37	7.8	3	8	30	57
Filipino	11		21	4.4	0	0	52	48
Hispanic or Latino	11		55	11.6	4	13	33	51
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		305	64.5	2	7	37	53
Two or More Races	11		32	6.8	3	13	38	44

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
Socioeconomically Disadvantaged	11		94	19.9	5	17	40	35
English Learners	11		3	0.6	--	--	--	--
Students with Disabilities	11		30	6.3	20	43	20	10
Foster Youth	11		--	--	--	--	--	--

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	11	473	459	97.0	14	25	31	28
Male	11		230	48.6	14	20	28	34
Female	11		229	48.4	13	30	33	22
Black or African American	11		9	1.9	--	--	--	--
American Indian or Alaska Native	11		0	0.0	--	--	--	--
Asian	11		37	7.8	11	11	38	32
Filipino	11		21	4.4	0	19	29	52
Hispanic or Latino	11		54	11.4	20	26	28	24
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		304	64.3	13	28	30	28
Two or More Races	11		31	6.6	26	16	35	19
Socioeconomically Disadvantaged	11		92	19.5	21	33	25	17
English Learners	11		3	0.6	--	--	--	--
Students with Disabilities	11		30	6.3	63	23	7	3
Foster Youth	11		--	--	--	--	--	--

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

Parental involvement is available through our school's parent support groups for clubs and athletics. There are also volunteer opportunities such as Booster Club, PIT Crew and School Site Council which have regular meetings and offer many opportunities to assist students and staff. Parents also chaperone dances and other school activities. Several programs such as choir, band and athletics have parent support for their special activities. There are also advisory panels through ROP, Career Technical Education, GATE and additional district groups for parent involvement. Contact the WHS Front Office at (916) 632-6500 Extension 6433 to volunteer at the site or district level.

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 School Safety Plan is reviewed and updated on an ongoing basis. All schools in the Rocklin Unified School district have a comprehensive school safety plan approved by the School Site Council. It includes an assessment of the procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and process on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs.

Date of Last Review/Update: March, 2016. Date Last Discussed with Staff: February, 2016.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.27	2.73	3.02
Expulsions Rate	0.15	0.00	0.30
District	2012-13	2013-14	2014-15
Suspensions Rate	3.22	2.49	2.40
Expulsions Rate	0.08	0.01	0.08
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	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		50.0

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	30	30	7	6	6	35	34	31	28	31	33
Math	29	27	28	12	12	7	32	40	32	25	23	18
Science	31	31	31	5	4	3	15	28	26	38	29	34
SS	32	31	32	4	2	2	23	26	33	42	43	34

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.87
Psychologist	1.8
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.6
Resource Specialist	0
Other	0

Average Number of Students per Staff Member

Academic Counselor	475
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* 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 Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,397	\$43,062
Mid-Range Teacher Salary	\$64,301	\$67,927
Highest Teacher Salary	\$84,090	\$87,811
Average Principal Salary (ES)	\$110,448	\$110,136
Average Principal Salary (MS)	\$114,300	\$115,946
Average Principal Salary (HS)	\$126,381	\$124,865
Superintendent Salary	\$191,563	\$211,869
Percent of District Budget		
Teacher Salaries	46%	39%
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	5122	468	4654	63477
District	◆	◆	5938	\$67,442
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-19.5	-1.9
Percent Difference: School Site/ State			-6.5	-8.5

* Cells with ◆ do not require data.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	19	29	53	19	47	34
All Students at the School	21	32	48	20	51	29
Male	24	33	43	18	52	29
Female	17	30	53	22	50	28
Asian	26	23	52	19	42	39
Filipino	33	24	43	24	62	14
Hispanic or Latino	23	32	46	32	47	21
White	19	33	48	18	51	30
Two or More Races	18	24	59	12	52	36
Socioeconomically Disadvantaged	37	29	35	31	46	24
Students with Disabilities	66	24	11	68	32	

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Whitney High School	2012-13	2013-14	2014-15
English-Language Arts	73	83	79
Mathematics	77	86	80
Rocklin Unified School District	2012-13	2013-14	2014-15
English-Language Arts	77	82	55
Mathematics	81	87	55
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Whitney High School	2011-12	2012-13	2013-14
Dropout Rate	3.30	2.60	0.70
Graduation Rate	95.72	96.50	98.10
Rocklin Unified School District	2011-12	2012-13	2013-14
Dropout Rate	4.00	3.60	2.10
Graduation Rate	92.70	94.97	94.98
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1522
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	96.3	97.32	84.6
Black or African American	88.89	93.75	76
American Indian or Alaska Native	100	100	78.07
Asian	100	96.15	92.62
Filipino	107.69	111.54	96.49
Hispanic or Latino	89.23	95.68	81.28
Native Hawaiian/Pacific Islander	75	75	83.58
White	97.23	97.49	89.93
Two or More Races	100	96	82.8
Socioeconomically Disadvantaged	72.73	72.97	61.28
English Learners		50	50.76
Students with Disabilities	93.51	94.83	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.42
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	75.3

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	5	♦

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	6	♦
Social Science	15	♦
All courses	28	.8

* Where there are student course enrollments.

Career Technical Education Programs

All courses in the Academic Planning Guide are designed to meet graduation standards. Students and counselors work together to prepare for graduation. Approximately 80% of the core classes and 75% of the elective classes meet UC/CSU entrance requirements. Effectiveness of these programs is based on assessment and demonstrations in the classroom. WHS evaluates its program effectiveness on student placement in schools and programs after graduation (e.g.: 2 + 2 articulations with our local community college and student performances at universities and colleges). The counseling staff and the middle school counselors, developed a comprehensive six year plan for our students. We believe it is important for secondary students (beginning in 7th grade) to plan for their high school graduation. With guidance from the counselors, we assure that each student is aware of and has equitable access to all programs.

We work hard to provide students with an understanding and practice for “real world” experiences ranging from the ROP’s to incorporating SCANS in the classroom. WHS provides programs in:

Computer Studies**	Band*	Photography*
Graphics*	Accounting	Student Government/Leadership
Broadcasting*	Journalism*	Web Master Technology
Architecture	Computer Literacy	Statistics*
Auto Technology*	Fashion and Sales**	Consumer/Family Studies
Theatre*	Child Development*	Ceramics*
Careers in Teaching	Careers w/ Children**	Peer Teaching
Merchandising**	Work Experience	Cosmetology**
CAD/CAM *	*Sports Medicine*	Construction Technologies**
Dental Careers**	Int. Animal Science**	Orchestra*
**Animal Veterinary Careers*	Computer Art	Publications
Dance*/Tech	Fire Science**	Art *
Health Careers Medical**	Visual/Performing Art	Vocal Music*
Automotive Services**	Financial Services**	Culinary Arts**

*Meets UC/CSU requirements – all other courses meet graduation requirements. **ROP Classes

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.