Glen Edwards Middle School

204 L Street • Lincoln, Ca. 95648-1825 • 916-645-6370 • Grades 6-8
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Western Placer Unified School District
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District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

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Paul Long

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Assistant Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business Services

Gabe Simon
Assistant Superintendent, Human Resources

School Description

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 900 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. Students are our number one priority and our staff is dedicated to the shared mission of creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	310
Grade 7	302
Grade 8	246
Total Enrollment	858

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.9
Asian	2.9
Filipino	1.5
Hispanic or Latino	41.5
Native Hawaiian or Pacific Islander	0.3
White	48
Two or More Races	4
Socioeconomically Disadvantaged	49.1
English Learners	13.4
Students with Disabilities	11.5
Foster Youth	0.1

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			
Glen Edwards Middle School	14-15	15-16	16-17
With Full Credential	34	38	39
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	1
Western Placer Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Glen Edwards Middle School	14-15	15-16	16-17
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

2015-16 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	99.0	1.0
Districtwide		
All Schools	99.0	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	99.0%	1.0%

* 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt Literature & Language Arts Introductory Course, First Course and Second Course. CollegeBoard SpringBoard ELA, Student Edition, Grades 6-8. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Pearson Digits (6-8) Carnegie Learning Integrated 1 (grade 8) CollegeBoard SpringBoard Math, Student Edition, Grades 6-8. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Prentice Hall- Earth Science, Life Science, Physical Science **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Holt- World History Ancient Civilization, World History Early Modern Times, United History Independence to 1914. **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)

The campus and grounds are in good repair. Lighting in most of the school has been updated. Three additional portable classrooms have been added. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/14/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 21: Hole in according wall, HVAC vents need cleaning, Room 48: Room temperature warm
Interior: Interior Surfaces			X	B/G Lockeroom: Missing soap dispencers in boys lockeroom Gym Restroom: Missing/broken floor tiles, Broken cove base, Overall cleanliness MPR/Cafeteria: Grafetti on stage ceiling Office: Large crack in VAT flooring Restroom: Chipping paint, Overall cleanliness, Missing access panel cover Room 14: Paint on wall damaged/chipped, Lights out, Missing difussers Room 16: Damaged ceiling tiles, Carpet seperating at seems Room 17: Damaged ceiling tiles, Drinking fountain sticks (when you turn it on it doesn't turn off) Room 18: Damaged ceiling tiles Room 19: Damaged ceiling tiles, Wall damage from students desk Room 20: Hole in according wall, Overall cleanliess

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Room 21: Hole in according wall, HVAC vents need cleaning, Room 29: Cove base missing, Interior door paint chipped Room 39: Detached pannel in book storage room Room 4: Chipped paint on window frames, Damaged floor tiles Room 41: Damaged ceiling tiles, Door closer broken Room 46: Ceiling tile damaged
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Gym Restroom: Missing/broken floor tiles, Broken cove base, Overall cleanliness Hallway: Broken window, Chipping paint, Overall cleanliness Restroom: Chipping paint, Overall cleanliness, Missing access panel cover Restrooms: Missing faucet handel, Missing light diffusers, Restroom needs overall cleaning Room 20: Hole in according wall, Overall cleanliess Room 21: Hole in according wall, HVAC vents need cleaning, School Grounds: Large water puddle in front of room 39, Overall cleanliness of campus
Electrical: Electrical		X		Restrooms: Missing faucet handel, Missing light diffusers, Restroom needs overall cleaning Room 10: Stained ceiling tiles, Electrical cords under teachers desk Room 12: Missing difussers Room 13: Missing difussers Room 14: Paint on wall damaged/chipped, Lights out, Missing difussers Room 40: Missing light diffuser Room 42: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Gym Restroom: Missing/broken floor tiles, Broken cove base, Overall cleanliness Portable Restrooms: Overall clinlines Restroom: Chipping paint, Overall cleanliness, Missing access panel cover Restrooms: Missing faucet handel, Missing light diffusers, Restroom needs overall cleaning Room 15: Stained ceiling tiles, Drinking fountain not working Room 17: Damaged ceiling tiles, Drinking fountain sticks (when you turn it on it doesn't turn off) Room 7: Low water pressure

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/14/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			Parents Room: No fire extinguisher Room 23: Plug-in air freshners Room 24: Plug-in air freshners Room 3: No fire extinguisher Room 3A: Fire extinguisher not hung properly Staff Lounge: No fire extinguisher
Structural: Structural Damage, Roofs	X			Library: Roof drain not working Room 10: Stained ceiling tiles, Electrical cords under teachers desk Room 11: Stained ceiling tilles Room 15: Stained ceiling tiles, Drinking fountain not working Room 2: Stained ceiling tiles Room 26: Multiple leaks Room 6: Stained ceiling tiles Room 8: Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Hallway: Broken window, Chipping paint, Overall cleanliness Room 4: Chipped paint on window frames, Damaged floor tiles Room 41: Damaged ceiling tiles, Door closer broken Room 43: Window latch broken School Grounds: Large water puddle in front of room 39, Overall cleanliness of campus

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

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	64	69	68	68	67	62	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	20.9	24.9	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.

2015-16 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	44	50	48	53	44	48
Math	33	36	36	37	34	36

* 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	256	253	98.8	68.0
Male	135	132	97.8	74.2
Female	121	121	100.0	61.2
Hispanic or Latino	112	111	99.1	54.1
White	111	109	98.2	76.2
Socioeconomically Disadvantaged	128	127	99.2	54.3
English Learners	27	27	100.0	22.2
Students with Disabilities	24	23	95.8	34.8

* 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	320	314	98.1	43.3
	7	302	297	98.3	53.9
	8	256	250	97.7	53.2
Male	6	176	174	98.9	36.8
	7	150	147	98.0	46.3
	8	135	130	96.3	43.9
Female	6	144	140	97.2	51.5
	7	152	150	98.7	61.3
	8	121	120	99.2	63.3
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	11	11	100.0	63.6
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	125	125	100.0	30.9
	7	121	119	98.3	40.3
	8	112	108	96.4	42.6
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	6	163	158	96.9	51.9
	7	154	153	99.3	63.4
	8	111	110	99.1	56.4
Two or More Races	6	15	15	100.0	53.3
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	158	157	99.4	23.7
	7	138	135	97.8	38.5
	8	128	126	98.4	39.7

School Year 2015-16 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 Met or Exceeded
English Learners	6	60	60	100.0	5.1
	7	27	26	96.3	19.2
	8	27	27	100.0	7.4
Students with Disabilities	6	39	38	97.4	7.9
	7	33	31	93.9	12.9
	8	24	24	100.0	16.7
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	6	320	313	97.8	31.9
	7	302	299	99.0	38.4
	8	256	254	99.2	39.8
Male	6	176	173	98.3	31.2
	7	150	149	99.3	37.4
	8	135	134	99.3	42.5
Female	6	144	140	97.2	32.9
	7	152	150	98.7	39.3
	8	121	120	99.2	36.7
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	11	11	100.0	45.5
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 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 Met or Exceeded**
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	125	125	100.0	19.2
	7	121	121	100.0	24.4
	8	112	110	98.2	24.6
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	6	163	157	96.3	42.0
	7	154	153	99.3	47.7
	8	111	111	100.0	48.6
Two or More Races	6	15	15	100.0	26.7
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	158	157	99.4	15.3
	7	138	137	99.3	23.7
	8	128	128	100.0	25.0
English Learners	6	60	60	100.0	3.3
	7	27	27	100.0	15.4
	8	27	27	100.0	7.4
Students with Disabilities	6	39	38	97.4	2.6
	7	33	32	97.0	9.7
	8	24	24	100.0	12.5
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)
Parents and family members are encouraged to be involved. Opportunities for involvement include: the School Site Council (SSC), English Language Advisory Committee (ELAC), Association of Parents, Teachers, and Students (APTS); classroom visitations, parent information nights and fundraising for specific programs.

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
Goal:
To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:
- Increase consistency among staff related to school discipline policies and procedures; thus reducing the amount of time students are out of the classroom due to discipline/consequences.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

The School Safety Plan in reviewed annually and approved by the Site Based Leadership Team and the School Board.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	8.6	5.8	6.2
Expulsions Rate	0.0	0.0	0.1
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	3.7	3.2	2.8
Expulsions Rate	0.1	0.0	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	N/A
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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	20	20	10	9	9	5	15	15	7	1	1
Mathematics	24	22	22	8	9	9	5	12	12	6		
Science	32	32	32				5	7	7	9	8	8
Social Science	32	29	29				5	18	18	9		

* 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.

Professional Development provided for Teachers

Western Placer Unified School District provides a District Staff Development day towards the beginning of the school year. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. Teachers and administration have attended GATE and Pre-AP SpringBoard training's. Teachers have attended the Ca. Assoc. of Student Body Officers, the Ca. Assoc. of Bilingual Educators training and the National Sci. Teacher Association conference. English teachers have received professional development by Katie Kinsella and Lori Olsen, and Step Up to Writing. In addition most of our teachers have received AVID training or are scheduled to attend AVID conferences. The Placer County Office of Ed. provides professional development in Common Core strategies for core subjects which are attended by our teachers. Administrators attend the Ca. League of Middle School Technology Conference, teachers and administration attend the State Title 1 Conference. Select math teachers have received certificates in the UC Davis STEAM program. Training in TESS teaching strategies as well as training and implementation of Youth Development Institute (YDI) program are being instituted district wide. Our Counselor has attended prof. development in College to Career programs and our history teachers attended the Ca. History Project Conference at UCLA. Various teachers attended Project Lead the Way Training and have implemented those teaching programs in class.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,075	$43,821
Mid-Range Teacher Salary	$67,596	$69,131
Highest Teacher Salary	$88,889	$89,259
Average Principal Salary (ES)	$99,522	$108,566
Average Principal Salary (MS)	$102,954	$115,375
Average Principal Salary (HS)	$114,512	$125,650
Superintendent Salary	$179,791	$198,772
Percent of District Budget		
Teacher Salaries	41%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8753	2455	6298	70728
District	♦	♦	6399	73186
State	♦	♦	$5,677	$71,517
Percent Difference: School Site/District			-1.6	-3.4
Percent Difference: School Site/ State			10.9	-1.1

*   Cells with ♦ do not require data.

Types of Services Funded

Staff professional development, instructional support, and extended learning time are funded by Title I and Supplemental Funds. Glen Edwards students have the opportunity to participate in a variety of special programs. Special Education and Intervention classes are offered utilizing district, state and federal funds. A wide variety of elective classes are offered including art, band, guitar, Leadership, Video Production, Year Book, Computers, Robotics, AVID and Ag. Science.

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.