



Madison Elementary School

330 S. Brawley Ave. • Fresno, CA 93706 • (559) 276-5280 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Central Unified School District

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School Description

Madison Elementary School, with an attendance area of approximately 14 sq. miles, lies in a rural setting. The campus is situated on 17.5 acres in Fresno County, surrounded by farms, a dairy, and single family residences. The attendance area has expanded to include the full spectrum of housing, i.e. trailer courts, migrant farm housing, apartment complexes, and affordable, entry level housing. The demographics of the student population reflect a low socioeconomic level school with 91% of the students qualifying for free or reduced lunch. The teaching staff is ethnically/racially diverse, and provides excellent role models for the students. We provide the interventions and challenges for all students at every level of learning.

If students are not demonstrating mastery they can attend after school intervention or small group intervention in the classroom. We run the Warrior Learning Center which serves as a reading lab. Additional services are also provided for students requiring acceleration in our GATE program. We have behavior expectations for students at Madison called the Warrior Way. Everything a student does should be able to stand up to the Warrior Way. The behavior expectations of the Warrior Way are to be respectful to everyone, come to school ready to learn every day, and keep your hands and feet to yourselves. The Warrior Way is vital to maintaining educational excellence in a safe nurturing environment. Madison operates under the same Guiding Principles as Central Unified School district. It holds to the belief that all students can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

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
Kindergarten	75
Grade 1	85
Grade 2	103
Grade 3	88
Grade 4	104
Grade 5	97
Grade 6	100
Total Enrollment	652

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.6
Asian	8.9
Filipino	0.6
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0.3
White	9.5
Two or More Races	0.6
Socioeconomically Disadvantaged	92.8
English Learners	35.6
Students with Disabilities	7.2
Foster Youth	1.1

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			
Madison Elementary School	14-15	15-16	16-17
With Full Credential	29	27	30
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Madison Elementary 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	96.2	3.9
Districtwide		
All Schools	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	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 2016-17)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Adopted 2008-2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresmann: Science California Adopted 2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 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)

Madison Elementary sits on 17.5 acres. It is comprised of 24 permanent classrooms, 16 portable classrooms, an office building and a cafeteria multi-purpose building. Several portable classrooms are used for the library, computer lab, Special Education, resource room, music room, and after school program offices. It has a large playground including five basketball courts, four tetherball courts, hopscotch, four square, baseball and softball fields.

Madison was built in 1954 and refurbished in 1985. It is cleaned on a regular basis by one day time custodian and two night custodians. The buildings are well maintained and in very good shape.

Student safety is a high priority at Madison Elementary. There are three yard duty aides on the premises for supervision before school and at lunch time as well as two school administrators. Teachers and administrators supervision students after school until buses depart and then the after school program staff supervises students until 6:00 pm.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
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	Stained ceiling tiles are being replaced. Worn out carpet. Paint chipping. Carpet creating trip hazard.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Excessive spider webbing in window sill. Room 13 is cluttered.
Electrical: Electrical			X	Electrical upgrades were made
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucet has no flow. Drinking fountain has too much pressure.
Safety: Fire Safety, Hazardous Materials		X		Electrical cords creating a trip hazard.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Widow screen missing. Ramp missing support screws. Paint peeling off ramp. (work orders entered for repairs)
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	19	22	31	39	44	48
Math	14	13	22	26	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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	24	20	29	48	41	41	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
5	25.3	19.8	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 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	97	92	94.9	29.4
Male	50	48	96.0	39.6
Female	47	44	93.6	18.2
Asian	11	11	100.0	36.4
Hispanic or Latino	68	66	97.1	24.2
Socioeconomically Disadvantaged	91	86	94.5	27.9
English Learners	23	22	95.7	13.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 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
All Students	3	96	92	95.8	19.1
	4	106	104	98.1	19.2
	5	97	92	94.8	26.1
	6	100	96	96.0	25.0
Male	3	51	47	92.2	17.8
	4	52	52	100.0	19.2
	5	50	46	92.0	26.1
	6	49	46	93.9	8.7
Female	3	45	45	100.0	20.4
	4	54	52	96.3	19.2
	5	47	46	97.9	26.1
	6	51	50	98.0	40.0
Asian	5	11	11	100.0	18.2
Hispanic or Latino	3	72	69	95.8	15.2
	4	80	78	97.5	19.2
	5	68	66	97.1	25.8
	6	74	72	97.3	26.4
White	6	14	14	100.0	21.4
Socioeconomically Disadvantaged	3	86	83	96.5	17.3
	4	102	100	98.0	18.0
	5	91	86	94.5	24.4
	6	93	90	96.8	25.6

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	3	35	34	97.1	21.2
	4	20	20	100.0	10.0
	5	23	21	91.3	9.5
	6	26	22	84.6	

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	3	97	93	95.9	14.3
	4	106	104	98.1	8.7
	5	97	92	94.8	12.1
	6	100	98	98.0	17.5
Male	3	51	48	94.1	19.1
	4	52	52	100.0	9.6
	5	50	47	94.0	14.9
	6	49	48	98.0	8.5
Female	3	46	45	97.8	9.1
	4	54	52	96.3	7.8
	5	47	45	95.7	9.1
	6	51	50	98.0	26.0
Asian	5	11	11	100.0	9.1
Hispanic or Latino	3	72	69	95.8	9.0
	4	80	78	97.5	3.9
	5	68	67	98.5	10.6
	6	74	73	98.7	17.8
White	6	14	13	92.9	16.7
Socioeconomically Disadvantaged	3	87	84	96.5	13.3
	4	102	100	98.0	7.1
	5	91	86	94.5	11.8
	6	93	92	98.9	17.6

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
English Learners	3	35	33	94.3	12.1
	4	20	20	100.0	10.0
	5	23	22	95.7	4.5
	6	26	25	96.2	

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)

Madison parents are provided with numerous opportunities to participate in all aspects of school governance. The school is proud of the support and assistance offered by the Madison Parent-Teacher Association. This group of parents has traditionally provided funding for field trips, classroom resources, and student incentives. Madison's PTA puts on multiple community events each year such as Trunk-or-Treat, school carnival, and Breakfast with Santa. The School Site Council consists of a group of dedicated, well-informed parents/guardians whose input is instrumental in setting priorities in our annual categorical budgets. We also have an English Learner Advisory Committee (ELAC) who represents our English Learner demographic. The Madison ELAC provides valuable input regarding the perspective and needs of our English Learner parent and student population. Madison also provides parenting classes such as literacy nights and Parenting Partners classes. These classes provide parenting skills and support in both English and Spanish to parents. Parents are encouraged to volunteer on campus in a variety of ways. Translation and interpretation services are provided.

Contact Person Name: Christine Pennington
Contact Person Phone Number: 559-276-5280

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

School safety is a high priority at Madison. The plan is reviewed and updated annually by the administration, with input from teachers, parents, and students. It is further discussed and reviewed with the district's School Safety Officer. The updated School Safety Plan is presented to the School Site Council which serves the role of School Safety Committee. After School Site Council approval, the plan is shared with the whole staff. All classrooms have posted fire escape exit routes, and school wide drills are scheduled routinely: monthly for fire drills and quarterly for lock down and disaster/earthquake. This ensures that all students are familiar with the correct procedures in case of a real emergency. The emergency plan was updated and shared with staff on November 2, 2016. Two-way radios and surveillance cameras have been provided.

All staff personnel and students take pride, and share in the responsibility of keeping the campus clean. There are administrators and teachers on duty during morning bus arrival and afternoon pick-up. Administrators, teachers and aides monitor the playground during all recesses.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	4.1	1.0	3.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
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	2009-2010	2008-2009
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	91.7	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	700

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	29	27	25				4	5	3			
1	31	33	26				3	1	3		2	
2	31	31	28				4	4	4			
3	31	27	22				3	4	4			
4	32	35	35				2			1	3	3
5	31	33	32				3	1	1	1	2	2
6	35	31	33		1	1				3	3	3

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	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												
Mathematics												
Science												
Social Science												

* 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

Professional development is an on-going process at Madison, both for administrators and teachers. Madison teachers receive training in strategies to support English Learners which provided instructional expertise in implementing the core adoption while delivering quality instruction to our English Learner students. Madison utilizes the weekly minimum day for additional staff development in topics that are aligned to the district's instructional department and facilitated by the principal. Our professional development this year is focused primarily on three areas. First is supporting teachers in effective instructional practices to implement the Common Core standards. Second area of focus is on becoming more familiar with integrating technology into curriculum design. Teachers are supported in the use of technology as an educational tool within the classroom. Another area of focus is on Professional Learning Communities (PLCs) which provides time for structured teacher planning time, which involves teacher collaboration where grade level PLCs analyze assessment results, identify curricular areas which need re-teaching, and share of effective instructional strategies to address certain standards within the content areas that need improvement. The Instructional coach and administration provide model lessons on the above strategies to teachers. Coaches also co-plan and co-teach lessons.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,513.60	\$230.75	\$4,282.85	\$74,158.58
District	♦	♦	\$7,062.53	\$69,536.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-39.4	6.6
Percent Difference: School Site/ State			-24.6	-0.1

* Cells with ♦ do not require data.

Types of Services Funded

The types of services that are funded by Title 1 include support staff, instructional supplies, materials to support literacy and support programs. Students are assessed each year to identify support needs in each grade level. Support staff provide intervention, English Language Development support, small group classroom support and after school tutorial. Supplemental services provided through these funds include materials for English Learners, Accelerated Reader for all students, library books for all students, teacher staff development and Instructional Support Coach. These funds also support the purchase of curriculum such as Mind Institute ST Math. Parent support training is also offered to parents throughout the year. Funds are used to pay presenters, interpreters and for materials to implement these workshops. Supplemental Educational Services are offered to students. Parents choose an eligible vendor from the District list to provide services to their student.

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.