



KIPP Corazón Academy

9325 Long Beach Blvd • South Gate, CA 90280 • 323-457-5051 • Grades K-6

Colleen Kennedy & Mario Echeverria, Principal

enrollment@kippsocal.org

www.kippsocal.org/corazon

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Los Angeles Unified

(213) 241-1000
www.lausd.net

District Governing Board

District Administration

Austin Beutner
Superintendent

School Description

Our mission is to teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in high school, college, and life. Through the success of our students, the KIPP SoCal team and family will serve as a model of excellence and collaborate to raise the quality of education in Southern California.

At KIPP Corazón Academy, we are a community built on revolutionary love. We impact our community by driving excellence and demanding equity so future generations will thrive. We enhance our unique heritage and stand on the shoulders of our ancestors to lead with pride and purpose. We are a restorative community built by students, teachers, and family members, whose individual voices are powerful and even greater collectively. We create solutions to fight for a just local and global community. Through rigorous academic instruction, balanced character education, strong relationships, and rich learning experiences, our students will be successful today and in high school, college, and life. We are 21st century leaders who act with a critical consciousness to build a better tomorrow for ourselves, our communities, and our world.

About Our School: KIPP Corazón Academy is dedicated to fully preparing our students with the knowledge and skills necessary to complete their kindergarten through eighth-grade education and achieve success in high school, college and career. Creating long-term academic achievement takes place through a school wide, data-driven model of high expectations for every student. KIPP Corazón Academy will eventually serve transitional kindergarten through 8th grade when it is fully founded. The goal is to have a balanced character and academic experience that will ensure our students are successful today and in high school, college, and life. The KIPP SoCal mission statement is our collective why.

The school vision for KIPP Corazón Academy is created through our collaborative partnership. The vision is in alignment with the values of KIPP SoCal to ensure that our KIPPsters have choice filled lives and opportunities in their future. Our vision, our "why," is purposeful and it is the heartbeat that unifies our community. Every decision and reflection moving forward will always come back to who we are.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	118
Grade 2	111
Grade 4	48
Grade 5	42
Total Enrollment	436

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	0.5
Hispanic or Latino	96.8
White	0.2
Socioeconomically Disadvantaged	87.2
English Learners	31.7
Students with Disabilities	10.6
Foster Youth	0.7
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for KIPP Corazón Academy	17-18	18-19	19-20
With Full Credential	9	16	27
Without Full Credential	3	6	12
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Angeles Unified	17-18	18-19	19-20
With Full Credential	♦	♦	21054
Without Full Credential	♦	♦	783
Teaching Outside Subject Area of Competence	♦	♦	1103

Teacher Misassignments and Vacant Teacher Positions at KIPP Corazón Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Readers and Writers Workshop curriculum Scholastic Classroom Libraries Amplify Core Knowledge Language Arts Core Knowledge Language Arts The Fountain & Pinnell Benchmark Assessment System & Curriculum RenLearning Accelerated reader & STAR (Online Software Program) Lexia Reading Core 5 (Online Software Program) Newsela (Online Software Program)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Mathematics</p>	<p>Bridges Math Curriculum Open-Up Math Curriculum ST Math (Online Software Title) NextGenMath (Online Software Title) Freckle Math (Online Software Title)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Science</p>	<p>Amplify Science Curriculum Teacher created curriculum based of Next Generation Science Standards (NGSS)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>History-Social Science</p>	<p>History and Social Science framework for California Public Schools Social Justice Standards from The Teaching Tolerance Anti-Bias Framework Project-based learning through Social and Ethnic Studies. Cengage Learning National Geographic Curriculum</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Foreign Language</p>	<p>Canciones y Cuentos: Elementary Spanish Phonics Program</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Health</p>	<p>Physical Education Model Content Standards for California Public Schools (K-12) Comprehensive School Physical Activity Program (CSPAP) Shape America Physical Education Curriculum Analysis Tool (PECAT) CDC</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>
<p>Visual and Performing Arts</p>	<p>Project-based learning through Visual Arts framework for California Public Schools</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0 %</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

In January 2019, KIPP SoCal Public Schools celebrated the opening of the new permanent facility for KIPP Corazón Academy in South Gate. We are excited to provide a new, safe-space for our KIPPsters to learn & grow . Consistent and joyful building aesthetics promote teaching, learning, and student engagement. We increased natural daylight in our buildings, and installed energy saving devices throughout the facility. We expanded our school site November 2019 to add additional playground space for our students. Below are some of the highlights in our Facilities Snapshot December 2019:

- All areas of exterior grounds are clean and organized in a manner that inspire staff and students to take pride in campus grounds. All areas of exterior landscaping are well-maintained and appear healthy.
- Main office creates a warm and welcoming environment for staff, students & families. Entering the building presents a very attractive, inviting appearance that draws one in and makes you feel that you are in an exceptional facility.
- The building interior is well-maintained and appears healthy in a way that complements the appearance of the campus and inspires a culture where staff and students take care of campus grounds.
- Common areas are clean and organized. Air quality is odor-free.
- Restrooms are being deep-cleaned. Air quality is odor-free.
- Classrooms are clean and organized in a manner that inspire staff and students to take pride in campus grounds.

Planned Improvements:

- Installation of EV charging stations and Solar Power Units

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA		52	43	45	50	50
Math		46	32	34	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.00	51.76
Male	34	34	100.00	47.06
Female	51	51	100.00	54.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	82	82	100.00	53.66
Socioeconomically Disadvantaged	81	81	100.00	49.38
English Learners	40	40	100.00	47.50
Students with Disabilities	13	13	100.00	15.38
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.5	7.9	10.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.00	45.88
Male	34	34	100.00	44.12
Female	51	51	100.00	47.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	82	82	100.00	47.56
Socioeconomically Disadvantaged	81	81	100.00	43.21
English Learners	40	40	100.00	40.00
Students with Disabilities	13	13	100.00	15.38
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

We value and prioritize family engagement. We believe that our school and our families have a shared responsibility for the academic achievement of our students. Families are a source of strength for our schools and communities.

School Site Council

The School Site council is a group of teachers, parents, and classified employees that work with the school leader to develop, review and evaluate Title I programs and budgets. The major responsibilities for SSC: 1) Develop and approve the schools LEA Plan and recommend it to the local governing board. 2) Regularly monitor and revise the school plan including expenditures and implementation. 3) Participate in all local, state, and federal reviews of the school's program for compliance and quality. 4) Annually evaluate the school's progress towards meeting school goals. 5) Review and approve comprehensive school safety plan.

English Language Advisory Council

The purpose of the ELAC is to provide recommendations to school leadership regarding programs and services for English Learner (EL) students. Recommendations should be based on student performance, parental involvement data, and other relevant data such as school attendance . These recommendations may be used by the School Site Council (SSC) in their School Plans for Student Achievement (SPSA) and/or in their Local Control Accountability Plan (LCAP) to ensure that EL students are academically successful.

Family Leadership Council

KIPP Corazón Academy formed a Family Leadership Council (FLC) to involve parents in supporting school operations and realization of our school vision. The FLC exists to first and foremost support the instructional program and school values of KIPP Corazón Academy. The FLC meets monthly during the school year.

Family Newsletter

KIPP Corazón Academy sends home a weekly family newsletter highlighting important information and dates each Monday. Families will be held accountable for all information shared in the Family Newsletter. Extra copies are available in the main office for families. The newsletter will also be available on the school's parent portal, ParentSquare.

Family Nights

KIPP Corazón Academy will host monthly family nights. It is our expectation that families try their best to attend 100% of family nights as outlined in the Commitment to Excellence.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

KIPP Corazón Academy has developed a comprehensive Safe School Plan in cooperation with KIPP SoCal Public Schools and local law enforcement which is reviewed and revised each year. The school safety plan was last revised and reviewed on October 10, 2019. Policies for discipline, attendance, dress, and academic integrity as well as for fire, earthquake, and enhanced lockdown emergency drills are well established. KIPP Corazón Academy staff understand our safety plan and know what to do during emergency situations to ensure student safety is always a priority.

Visitor Policy

KIPP Corazón Academy is a closed campus. A staff member is regularly assigned to the only entrance used during the school day. All visitors must register with the office and are assigned a pass that permits them to visit only specific offices or classrooms.

Emergency Supplies:

All classrooms at KIPP Corazón Academy are equipped with Classroom Lockdown Kits, Emergency Go-Bags, and First Aid Kits. Our campus is also equipped with a full modular set of Emergency Supplies designed to provide all students and/or faculty members with essential emergency supplies to last for 3 days. They are stored and protected in highly visible crush-resistant wheeled containers. When a disaster or emergency situation occurs, transporting emergency supplies to a distribution location is made easy.

Emergency Drills:

Business Operations Managers meet monthly and conduct both announced and unannounced safety drills during the school day. Staff members attend various trainings to ensure they are prepared for emergency situations. Egress Drills for fire, earthquake evacuation, lockdowns, and shelter-in-place are practiced monthly.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate		0.0	0.0
Expulsions Rate		0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	436.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	4.1

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					28		20		30		16	
1					25		12		30		16	
2									28		16	
4									27		6	6
5									20	10		6
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	27	26	44

Any time there are interactions with colleagues, managers, and regional team members, it is professional development. Professional development cannot be limited to a whole-group instructional definition. It needs to have a definition that makes every interaction a place and time to learn and grow. It needs to have a definition that as educators, learning comes first in order to do the best job possible for the students and the community. This is why major components are focused for adults to ensure learning is being transferred in every capacity:

Monday Professional Development Days - KIPP Corazón Academy's professional development days are held on Monday afternoons from 1:00pm to 4:00pm and there are different components that can occur during this time. Some of these include, but not limited to: Instructional Practices, Cultural Practices, Content Teams, Grade Level Meetings, Operations, and Outside Organizations.

Regional Professional Development Days - Regional professional development days are established throughout the school year to come together as region to collaborate on current instructional and cultural practices in all KIPP SoCal Public schools. This is a time to build relationships with other KIPP SoCal team members as well as reflect on current individual school site progress on initiatives.

KIPP Corazón Academy Coaching Cycle - Every school year team members at KIPP Corazón Academy set goals for their instructional and cultural development. In order to coach around these goals, leadership team members who manage instructional and non-instructional staff monitor progress through regular observation, feedback, progress monitoring on goals, and accountability on implementation of feedback. Coaching meetings are set for the calendar school year and are prioritized to support the growth of all team members. If for any reason, there is a cancellation, a new meeting is set-up and prioritized within 24 hours.

KIPP Corazón Academy Content Teams - Content team time is dedicated for content teachers from across grade levels to meet and go over department visions and progress monitoring initiatives that are set by the department lead. The goal is for content teams to meet at least once a week.

KIPP Corazón Academy Grade Level Teams - Grade level team time is dedicated in being a collaborative group effort in regards to the creation of grade level culture with alignment to school wide culture vision, values, and goals. Grade level teams will meet once a week to continue collaborating on specific grade level initiatives as well as analyzing how the grade level culture is going in order to problem solve as a team to create a safe learning environment for all stakeholders.

Outside Professional Development Opportunities - Outside organizations are contacted to provide professional development sessions around instructional and cultural initiatives for the school and KIPP SoCal region. The school leader gathers feedback from the staff to determine effectiveness of the trainings to continue partnership or seek new avenues. The school leader gains insight from coaching sessions, walkthrough trends, and innovative practices in making decisions in scheduling professional development for the team.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (ES)	\$117,494	\$125,830
Average Principal Salary (MS)	\$132,291	\$131,167
Average Principal Salary (HS)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,447	\$1,983	\$11,464	\$56,302
District	N/A	N/A	\$7,424	\$75094.0
State	N/A	N/A	\$7125.0	\$80764.0

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	42.8	-28.6
School Site/ State	46.7	-35.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

KIPP Corazon Academy offers an ASES funded afterschool program to assist and support our students. The goal of our program is to continue the support students are receiving during the regular school day in a safe constructive environment during after school hours. Our program provides literacy and enrichment activities for up to 130 students, grades 1 to 6. Every student in our program participates in a daily literacy and enrichment component. Our literacy programs provide tutoring and homework help in the core areas of reading, language arts, mathematics, and science. Students use software to make sure they are reading and completing math at their individual levels. Students participate in at least 1 hour daily in a literacy element. Our educational enrichment programs align with the school's academic program and include, but are not limited to, recreation and prevention activities such as football and cheerleading, youth development strategies like performing arts, music, and dance. Other enrichment activities are implemented based on the students' needs and interests.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.