



# Mesquite Continuation High School

140 West Drummond • Ridgecrest CA, 93555 • (760) 499-1810 • Grades 9-12

Jo Anne McClelland, Principal

[jmcclelland@ssusd.org](mailto:jmcclelland@ssusd.org)

[www.mesquite.ssusd.org](http://www.mesquite.ssusd.org)

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### **Sierra Sands Unified School District**

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
[ssusd.org](http://ssusd.org)

#### **District Governing Board**

Kurt Rockwell, President  
Michael Scott, Vice President  
Amy Castillo Covert, Member  
William Farris, Member  
Timothy Johnson, Member

#### **District Administration**

Ernest M. Bell, Jr.  
**Superintendent**  
David Ostash  
**Assistant Superintendent, Human  
Resources**  
Pamela Smith  
**Assistant Superintendent, Business  
Services**  
Michelle Savko  
**Assistant Superintendent,  
Curriculum and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**

### **Principal's Message**

Mesquite provides unique educational opportunities that help students successfully complete graduation requirements. Our enrollment is just under 100 students. Our student/teacher ratio is 16/1. Beyond core and several elective courses, Mesquite students have the opportunity to enroll in work experience, community college coursework, Credit Recovery courses, summer school, elementary teaching assistant positions, vocational courses, and community service work to earn credits toward high school diploma completion.

Mesquite High School is involved, engaged, and supported by the community, the board of education, and the district. The Western Association of Schools and Colleges (WASC) visited Mesquite in March 2018. The visiting committee recommended and the WASC board approved our accreditation for 6 years. CDE's Model School Visitation team also reviewed Mesquite and awarded our school a Model Continuation High School distinction in 2008, in 2011 and again in 2015.

It is Mesquite's goal to ensure that every student is college and/or career ready upon graduation from high school. Mesquite staff works diligently to prepare students for the challenges they face as college students and/or as employees. We constantly evaluate curriculum and programs and revise them for relevance so that students are well prepared and competitive upon entry to the adult world. Most recently we have added a Character Trait and Leadership program.

Our school motto is "Freedom Through Responsibility". We are very dedicated to helping our students become productive citizens when they become adults.

Jo Anne McClelland, Principal

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	1
Grade 10	8
Grade 11	33
Grade 12	42
<b>Total Enrollment</b>	<b>84</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.7
American Indian or Alaska Native	3.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.0
White	53.6
Socioeconomically Disadvantaged	91.7
English Learners	11.9
Students with Disabilities	3.6
Foster Youth	0.0

## 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			
Mesquite Continuation High School	16-17	17-18	18-19
With Full Credential	4	5	5
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesquite Continuation High	16-17	17-18	18-19
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 2018-19)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

<b>Textbooks and Instructional Materials</b> Year and month in which data were collected: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Holt Literature and Language Arts (2003) Adopted in 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Algebra I/Geometry/Algebra II California AGA-Houghton Mifflin-2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Biology (2008) Adopted in 2007  Holt Earth Science (2007) Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	American Anthem: Modern American History (2007) Adopted in 2006  American Government (2006) Adopted in 2006  Holt Economics (2003) Adopted in 2006  World History: The Modern World (2007) Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Buildings

Mesquite High School was built in 1979 and is a two-building facility. These two buildings house classrooms, a media center, a kitchen, and an administrative office. The school landscape consists of beautiful lawns, trees, and a gazebo. A dirt athletic area is on the north side of campus, with basketball courts and a parking lot to the south. Benches and tables have been installed around the campus for students to enjoy the area around the quad. A local artist designed and constructed a metal sculpture of the school mascot, a dragon, and it resides in the front of the school. It is a beautiful addition to the campus.

During the 2009–2010 school year, a new basketball court was installed at the front of the school. At the conclusion of the 2009–2010 school year, the kitchen was professionally cleaned and modernized, and ten new computers were installed in the computer lab. In the 2010–2011 school year, our focus was technology. We purchased new computers for the computer lab and moved the current computers into the math classroom. This added an additional computer lab to our campus and enabled implementation of a Web-based math curriculum, Acellus. In 2011-12, all computers in this math lab were updated. Additionally, all teachers now have projectors and screens in their classrooms.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Over the past two summers, our HVAC system was replaced and upgraded in both wings.

**Library**

We have established a quiet room in lieu of a library for students to use when making up work or doing IS and where all students have access to chrome books. This room is monitored by an adult at all times.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
<b>Interior:</b> Interior Surfaces	Poor	Classroom MC 1: Carpet seam coming apart. Classroom MC 2: Carpet seam coming apart. Classroom MC 3: Ripped carpet, carpet coming up in SE corner, holes in West wall. Classroom 4: VCT cracking, cove base came off South wall. Classroom 11: Carpet came up and cove base came off in NW corner. Classroom 13: Concrete has big crack. Classroom 15: VCT cracking.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
<b>Electrical:</b> Electrical	Good	Comments not noted on FIT report.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	Good	No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
<b>Overall Rating</b>	<b>Good</b>	Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	18.0	7.0	50.0	48.0	48.0	50.0
Math	0.0	0.0	33.0	32.0	37.0	38.0

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 2017-18 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	45	43	95.56	6.98
Male	22	21	95.45	9.52
Female	23	22	95.65	4.55
Black or African American	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00
White	27	25	92.59	12.00
Socioeconomically Disadvantaged	33	33	100.00	6.06
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

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 2017-18 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	45	43	95.56	0
Male	22	22	100	0
Female	23	21	91.3	0
Black or African American	--	--	--	--
Hispanic or Latino	12	12	100	0
White	27	26	96.3	0
Socioeconomically Disadvantaged	33	33	100	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2018-19)

Parents volunteer for such special activities as our Back-to-School Night and prom. Mesquite has a position for a parent representative who attends the Superintendent's Council with the principal bi-monthly and a parent representative on the school site council. Mesquite has a web page to keep parents, students, and the community apprised of school activities and events. In addition, Mesquite continues to promote a parent portal to provide access to their student's information such as attendance, grades, schedule, and contact information. The Parent Square app is used extensively to keep parents updated on student and school events. We also conduct a parent survey each year for feedback on what they like and want for our students. The contact person for parent involvement is our principal, Jo Anne McClelland. She can be reached at (760) 499-1810.

### 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

Our small size creates a family-style atmosphere where students know each other and feel safe. Our staff members monitor the campus before, during, and after dismissal of school. We have a closed campus and require all visitors to register with the office before entering the campus. The principal conducts classroom walkthroughs several times each day and the campus supervisor monitors the grounds. A surveillance system was installed so that all areas of the campus can be viewed from the principal's office and by front office staff. A School Resource Officer is available when needed and is on campus several times per week. We discuss school safety at our bi-weekly staff meetings and review our site safety plan regularly. Lockdown drills, earthquake drills, and evacuation drills are conducted annually; fire drills occur once each semester. The staff has also been trained on how to keep students as safe as possible in the case of an intruder on campus. The principal's designee teacher attends the district safety committee meetings that are held quarterly. All staff members have been educated about the safety plan through an annual review. Our school safety plan is updated and reviewed by staff at the beginning of each school year.

### Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	22.6	25.0	11.7
Expulsions Rate	1.3	1.4	0.7
District	2015-16	2016-17	2017-18
Suspensions Rate	5.9	5.8	6.6
Expulsions Rate	0.3	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

#### Academic Counselors and Other Support Staff at this School

##### Number of Full-Time Equivalent (FTE)

Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	1.01
Average Number of Students per Staff Member	
Academic Counselor	80

\* 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)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	12.0	12.0	14.0	7	8	6	2					
Mathematics	5.0	3.0	3.0	10	10	16						
Science	10.0	9.0	11.0	5	6	3			1			
Social Science	9.0	8.0	10.0	13	16	12						

\* 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

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2016-17, 2017-18, and 2018-19 school years. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$45,681
Mid-Range Teacher Salary	\$64,076	\$70,601
Highest Teacher Salary	\$87,196	\$89,337
Average Principal Salary (ES)	\$100,910	\$110,053
Average Principal Salary (MS)	\$105,610	\$115,224
Average Principal Salary (HS)	\$117,016	\$124,876
Superintendent Salary	\$158,000	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Student and staff needs are identified through the process of program analysis. Both state and federal resources are available to address these identified needs. Our classroom materials, supplies, and tutoring programs are provided using LCFF.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mesquite Continuation High School	2014-15	2015-16	2016-17
Dropout Rate	15.0	17.1	16.0
Graduation Rate	57.5	58.5	46.0
Sierra Sands Unified School District	2014-15	2015-16	2016-17
Dropout Rate	2.8	3.3	3.0
Graduation Rate	92.0	91.9	89.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	78.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13020.79	0	13020.79	95949.64
District	◆	◆	5632.22	\$64,523
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			79.2	39.2
Percent Difference: School Site/ State			12.0	29.4

\* Cells with ◆ 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.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	74.5	90.7	88.7
Black or African American	50.0	79.2	82.2
American Indian or Alaska Native	0.0	60.0	82.8
Asian	0.0	92.9	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	85.7	97.2	86.5
Native Hawaiian/Pacific Islander	100.0	50.0	88.6
White	77.4	91.0	92.1
Two or More Races	100.0	83.3	91.2
Socioeconomically Disadvantaged	76.9	100.0	88.6
English Learners	33.3	53.3	56.7
Students with Disabilities	25.0	63.4	67.1
Foster Youth	0.0	0.0	74.1

### **Career Technical Education Programs**

We provide students with information about career and postsecondary options which are embedded in our classes. Students develop a plan to help them reach their goals to attend a trade or technical schools, seek military careers, enter the workforce, or attend college. The Armed Services Vocational Aptitude Battery and college placement exam for the local community college is administered on campus. Representatives from businesses and organizations are invited to help students explore a variety of career options. Many of our students are already working part-time in the community. All coursework satisfies graduation requirements and entrance into community college. Each year, students have the opportunity to attend the College Career Day where they can explore a variety of career paths, talk directly to employers, and get information about their areas of interest. All students were invited to apply for our partnership with Marshall's Department Store which resulted in nine of our students being placed as interns. Half of those students were hired as part-time employees.

Our traditional high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at that school during the school year.

You can find information about our district's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.

### **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.