

# Palla Elementary School

800 Fairview Road • Bakersfield, CA 93304 • (661) 837-6100 • Grades K-5

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

### School Description

The school is located in southeast Bakersfield and is one of 12 schools in the Greenfield Union School District, consisting of eight TK-5 schools, three middle schools, and one community school. Palla Elementary has become more culturally diverse over the years w/ a .

The enrollment is currently 931 TK-5th grade students. Palla students attend either Greenfield Middle, McKee Middle or Ollivier Middle at the completion of 5th grade. Over the years, the student body has become more culturally diverse. Palla Elementary has fully implemented the Common Core State Standards (CCSS) in the areas of Mathematics and English Language Arts. Our teachers are skilled at evaluating and monitoring student progress through reading screenings, observations and District Unit Assessments. Our school site has two learning centers where two highly qualified teachers with special education credentials assist those students with Individualized Educational Plans (IEPs) as well as regular education students who are in need of extra assistance. We are dedicated to support each child and help develop his/her talents to instill and develop their love for learning.

Palla is a Title I school which means the focus is to use all funds (federal and state) available to provide our students with the most effective strategies and programs to ensure students achieve grade level standards.

Any questions in regards to this document should be directed to Julie Billington.



### Greenfield Union School District

1624 Fairview Rd.  
Bakersfield, CA 93307  
(661) 837-6000  
www.gfusd.net

#### District Governing Board

Mike Shaw  
Kyle Wylie  
Dr. Ricardo Herrera  
Richard Saldana  
Melinda Long

#### District Administration

Ramon Hendrix  
**Superintendent**  
Sarah Dawson  
**Assistant Superintendent  
Curriculum**  
  
Lucas Hogue  
**Assistant Superintendent  
Personnel**  
  
Rebecca Thomas/TBD  
**Assistant Superintendent  
Business**

## 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
Kindergarten	191
Grade 1	137
Grade 2	139
Grade 3	144
Grade 4	150
Grade 5	134
<b>Total Enrollment</b>	<b>895</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.7
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	0.2
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	0.1
White	5.7
Socioeconomically Disadvantaged	92.1
English Learners	29.1
Students with Disabilities	5.7
Foster Youth	0.4

## 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			
Palla Elementary School	16-17	17-18	18-19
With Full Credential	39	34	40
Without Full Credential	5	4	3
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	52
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Palla Elementary School	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)

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK-5th grade McGraw-Hill Wonders California 2016-2017 Read 180 used as a core replacement and intensive intervention Gr. 4-5, adopted 2016-2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	TK-5th grade Pearson-enVision Math California Common Core, adopted 2014-15. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	TK-5th grade Houghton Mifflin: California Science, adopted 2006-2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Pearson - MyWorld Interactive, Grades TK-5 CA History Social Science, adopted 2017-18 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

General: The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California of Public School Construction. The results of this survey are available at the school office, district office, or on the Internet at the school's web address. The chart below displays more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

School Campus: Palla School covers 10 acres of land. The site's buildings are arranged in three quads and three main rows of classrooms. There are corridors and walkways connecting the buildings for proper traffic flow between the buildings, playground areas, and the entrance and exit routes on the campus. An outdoor stage area centered on a grass quad is in the center of the campus. The playground has a large blacktop area which includes ample basketball and volleyball courts, tetherball and foursquare areas. The grass field has a large play area with new playground equipment, three baseball diamonds, and a track. Palla School is completely enclosed by a chain link fence with gates that are locked during school hours. The site contains 14 permanent classrooms and 35 relocatable classrooms. The additional buildings on the campus consist of an office, library, restrooms, PE storage room, and a cafeteria.

All buildings have heating and air conditioning to help adjust to the extreme variations of the weather in Bakersfield. Outside lighting is provided both in the parking lots and in the corridors of the school. A district-wide reporting system via the internet has been developed to allow school sites to notify the district's Maintenance, Operation and Transportation Department immediately when a repair is needed to ensure a safe environment for the students and staff.

Maintenance and Repair: A district-wide reporting system via the internet has been developed to allow school sites to notify the district's Maintenance, Operation and Transportation Department (MOT) immediately when a repair is needed to ensure a safe environment for the students and staff.

Cleaning Process and Schedule: The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, at the district office, or on the Internet at the school's web address.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air-conditioning, electrical systems, interior and exterior painting and floor systems.

#### Updates from 2017-18

- Administration and two classrooms received new carpet
- Principal's office has been painted
- Pre-K fencing was installed
- Pre-K new concrete play slab was added
- Kindergarten fence was removed and a gate was added
- Kindergarten asphalt area was repaired and slurry sealed

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/29/2018

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

**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

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.

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	44.0	53.0	42.0	48.0	48.0	50.0
Math	34.0	41.0	32.0	36.0	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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.5	19.6	16.7

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	440	440	100.00	52.50
<b>Male</b>	206	206	100.00	46.60
<b>Female</b>	234	234	100.00	57.69
<b>Black or African American</b>	40	40	100.00	35.00
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	374	374	100.00	52.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	19	19	100.00	73.68
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	419	419	100.00	52.03
<b>English Learners</b>	242	242	100.00	48.35
<b>Students with Disabilities</b>	31	31	100.00	12.90
<b>Students Receiving Migrant Education Services</b>	22	22	100.00	54.55
<b>Foster Youth</b>	--	--	--	--

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.

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	439	439	100	41.23
Male	206	206	100	39.81
Female	233	233	100	42.49
Black or African American	40	40	100	22.5
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	373	373	100	42.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100	57.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	418	418	100	40.91
English Learners	242	242	100	37.19
Students with Disabilities	31	31	100	6.45
Students Receiving Migrant Education Services	22	22	100	54.55
Foster Youth	--	--	--	--

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)

Palla Elementary School fosters a warm and inviting atmosphere for all parents and visitors. We promote open communication with parents and students by making both aware of school discipline policies and procedures at the beginning of the year. All parents acknowledge receipt of the Parent-Student Handbook and are invited to the Back to School Night - Title I Annual Meeting. School-Parent Compacts identify shared expectations, goals, and focus areas. Parents are encouraged to become involved in their child's education by attending parent nights and conferences. Other school activities may include, but are not limited to, School Site Council, English Language Advisory Committee, Parent Institute for Quality Education (PIQE), Positive Behavioral Interventions & Supports, field trips, awards assemblies, and student performances. LEA and Palla has a community partnership with the Bakersfield Adult School to offer night classes to district families to learn English and/or earn a high school diploma. Classes are offered at the district facilities to encourage parent participation.

During SSC, Palla staff and parents develop an discuss parent engagement activities to improve relationships and seek opportunities to solicit input from all stakeholders. The school website and social media accounts provide access to news and announcements. Parent Portal gives parents access to view report cards, homework assignments, and student activities. For information visit our website link at [palla.gfusd.net](http://palla.gfusd.net), like us on Facebook, @pallaelementary and/or follow us on Twitter, @pallaelementary.

#### 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

The School Safety Plan is updated yearly by the principal and safety committee, it is shared with the staff and parents. Key elements included in the plan are personal characteristics of students and staff, the school's physical environment, social environment, culture, and the school's discipline numbers and disaster plans. Fire drills are conducted monthly, as well as quarterly earthquake drills, and yearly disaster drills, reverse evacuation, and bus evacuation drills. Also, included in the plan are catastrophic emergency situation procedures. The custodial staff and the District Maintenance, Operation, and Transportation Department (MOT) work to keep the school facilities clean, safe and maintained in good repair.

Palla School has a fence around the perimeter with gates that remain locked when school is in session. The only access onto the school grounds for visitors is through the front office where visitors are required to provide ID to sign in to obtain a visitor's badge to wear while on campus. To ensure the safety of children at Palla, students and visitors are monitored throughout the school day by noon aides, two Student Intervention Facilitators (SIF), school staff, and administration. In the event of an accident, the proper people are notified and an incident form is completed. All students are required to return an emergency contact card to be kept on file in the event of an emergency. Site secretaries monitor visitors and refer to the emergency card or computer files before releasing students.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1
Social Worker	0.5
Nurse	1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	20.7
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	25	24	24				7	8	8			
1	26	21	27		2		6	5	5			
2	26	22	23				6	7	6			
3	27	25	21			1	5	6	6			
4	28	27	25			1	5	5	5			
5	21	23	27	2	1		5	5	5			

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

### Professional Development provided for Teachers

The continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

Palla is committed to Professional Learning Communities (PLC) with 8 teachers attending the PLC conference by Solution Tree in June 2018. Palla ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. District has provided 38 minimum collaboration days this year for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes. The professional development focus of our district and school includes Write from the Beginning and Beyond (Thinking Maps) and to improve teacher capacity and rigor of instruction in Mathematics.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

\* 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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,748.86	\$1,133.76	\$5,615.10	\$65,865.80
District	◆	◆	\$6,989.89	\$70,944.53
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-21.8	-7.4
Percent Difference: School Site/ State			-23.7	-20.5

\* 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.

### Types of Services Funded

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high-quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. School site utilizes this money to pay for additional people and materials that will bridge the gap for students who are below grade level. Other academic supports such as small group instruction, interventions during and after school are offered to improve student performance. Teachers and instructional assistants received professional development in Common Core State Standards, Rigorous Curriculum Designed units and Data Teams.

- District uses intervention materials such as Early Success and Soar to Success for primary grades, and Read 180 for 4th-8th grades, a core ELA replacement or intensive intervention for students two years or more below grade level.

Title III Part A – The goal of this program is to develop English learner’s proficiency in English and in the district’s core curriculum as rapidly and effectively as possible.

- English Language Development Instruction (grades TK-5, taught by credentialed classroom teachers)
- Additional support provided by bilingual assistants within the day

LCFF funds are used to pay for technology, classified instructional staff, intervention programs, and supplemental materials for core academics.

#### Resource Specialist Program (RSP)

- Intervention instruction by the RSP teacher takes place in the classroom
- Tier II and III intervention for selected students

Migrant Program is available to 3rd - 5th grade students providing additional help in reading/language arts. The Migrant Program also offers four hours of additional instructional activity per week to kindergarten, first and second grade students focusing on language arts skills. Ready to Start (RTS) preschool children receive services in their homes to prepare children socially and academically. Migrant students receive services with an emphasis on language arts, civic and cultural education.

Afterschool Program (ASES): After School Success Program offers support in: Homework Club, supervised sports, and enrichment activities.

#### **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.