



Lydiksen Elementary School

7700 Highland Oaks Drive • Pleasanton, CA 94588 • PH: (925) 426-4420 FAX: (925) 417-8987 • Grades K-5

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

Pleasanton Unified School District



Pleasanton Unified School District

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**Assistant Superintendent,
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School Description

Principal's Message

Lydiksen Elementary School continues its commitment to high academic expectations and a strong character education program. We provide a quality learning environment for student achievement and balancing academic success with individual personal growth for our students. Our goal is to provide a caring community, ripe with a knowledgeable staff, parent support and ongoing partnerships with the community to ensure the success of every student. The Lydiksen staff works diligently to produce comprehensive, challenging and balanced curriculum based on California state standards to ensure that students meet or exceed grade level standards and expectations. Our school fosters student learning in a safe, nurturing environment that promotes positive character development and self-respect. In conjunction with the district's Strategic Plan, we teach, reinforce, model and practice positive social and ethical behaviors daily.

Lydiksen's School Plan for Student Achievement emphasizes the continuation of collaborative and engaging opportunities that empower our students to be the best that they can be. The Lydiksen staff assesses each student regularly to assist in developing teaching strategies that address student needs to assure that all students have the best opportunity to learn and grow, socially, emotionally and academically. Our parent and family community is invaluable. High academic expectations, parent involvement and school-to-home communication creates a powerful partnership. School volunteers, successful fund raising, special projects, and strong leadership from staff and families enhances the wide variety of school activities we enjoy at Lydiksen. Lydiksen exemplifies community effort committed to excellence and continues to be a place where students are the priority.

Mission & Vision

Lydiksen Elementary School will provide a safe, supportive and innovative learning environment to meet the needs of all students and to instill a lifelong passion for learning. Our students will make a better world.

School Profile

Lydiksen Elementary School is located in the northwestern region of Pleasanton and serves students in transitional kindergarten through fifth grade following a traditional calendar. For the 2019-20 school year, about 680 students are enrolled in grades TK-5. Lydiksen was named a California Distinguished School in 1995, 2004, 2008, and 2018; a California Gold Ribbon School in 2016; and a National School of Character in 2002.

The Lydiksen campus is scheduled to undergo a \$30 million modernization and rebuild during the next several years as part of a district bond measure that was passed in November 2016. Areas of focus for the modernization and rebuild will include replacing older buildings, making improvements to help with traffic and parking, and upgrading technology through the school.

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	100
Grade 1	114
Grade 2	124
Grade 3	122
Grade 4	101
Grade 5	105
Total Enrollment	666

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Asian	45
Filipino	3
Hispanic or Latino	7.1
Native Hawaiian or Pacific Islander	0.3
White	36.6
Two or More Races	6
Socioeconomically Disadvantaged	7.8
English Learners	13.4
Students with Disabilities	10.5

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 Lydiksen Elementary	17-18	18-19	19-20
With Full Credential	29	33	34
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Pleasanton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	650.16
Without Full Credential	♦	♦	15.6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lydiksen Elementary School

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)

Instructional Materials

All textbooks used in the core curriculum at Lydiksen Elementary School are currently aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 24, 2019, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2019-2020.004 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance/2017, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins Units of Study for Teaching Writing/2017, The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Twig Education, Inc. 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison Wesley History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017 The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Lydiksen Elementary School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installed automated gate at teachers parking lot for student safety

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Lydiksen Elementary School. The day custodian is responsible for:

- Lunch area setup/cleanup
- Groundskeeping
- Event setup
- Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed

The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

The principal and office staff communicate with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Lydiksen Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities Inspection

The district's maintenance department inspects Lydiksen Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Lydiksen Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 12/26/19. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2018-2019, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/26/2018

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	Fair	C Building Classrooms: Lights out in C2 (14) and C1 (2)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Kids Club Modular and Music Portable:
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	78	77	81	79	50	50
Math	79	76	77	75	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	331	330	99.70	76.60
Male	182	182	100.00	71.98
Female	149	148	99.33	82.31
Black or African American	--	--	--	--
Asian	143	143	100.00	87.41
Filipino	13	12	92.31	50.00
Hispanic or Latino	23	23	100.00	52.17
White	128	128	100.00	74.80
Two or More Races	21	21	100.00	61.90
Socioeconomically Disadvantaged	25	25	100.00	48.00
English Learners	70	70	100.00	78.57
Students with Disabilities	43	42	97.67	28.57

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.

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	16.2	29.5	38.1

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.

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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	331	330	99.70	75.76
Male	182	182	100.00	76.92
Female	149	148	99.33	74.32
Black or African American	--	--	--	--
Asian	143	143	100.00	88.81
Filipino	13	12	92.31	50.00
Hispanic or Latino	23	23	100.00	56.52
White	128	128	100.00	70.31
Two or More Races	21	21	100.00	61.90
Socioeconomically Disadvantaged	25	25	100.00	52.00
English Learners	70	70	100.00	75.71
Students with Disabilities	43	42	97.67	40.48

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)

Lydiksen Elementary is a supportive and encouraging school that helps all students develop as powerful learners. Lydiksen is well-known as a caring place for families. Families are very involved in many aspects of our school, from membership in the Lydiksen Parent Faculty Club, to volunteering in classrooms, to coordinating school-wide activities such as the family movie night, the annual fun run, and other fund raisers. We work to increase families' knowledge and skills through our English Learners Advisory Committee and School Site Council.

School activities with parent involvement include: Gala Fund Raiser, Sister School Visit, School Smarts, Science Fair/Science Family Night, International Fair, Book Fair, Math Magic, Breakfast Book Club, Field Day, Red Ribbon Week, Walk-to-School Day, Ice Cream Social, School Garden, Fun Run, Family Fun Night, Movie Night, and Disco Bingo. Contact the school office for more information about these activities.

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 Comprehensive School Site Safety Plan was developed for Lydiksen Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in September 2019. Staff responsibilities and safety plan updates made with input from law enforcement were discussed with staff in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.3	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.7	2.0
Expulsions Rate	0.0	0.0	0.1

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*	1332.0

* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	5.0
Other	

* 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	22	1	4		22	1	4		20	1	4	
1	25		4		25		4		16	3	4	
2	25		4		25		4		24		5	
3	22	1	4		22	1	4		23		5	
4	26	1	1	2	33			3	33		1	2
5	27	1	4		28	1		3	27	1		3
Other**									11	1		

*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	3	2	2

Staff Development

During the 2015-19 school years, Lydiksen Elementary School staff attended attended professional development devoted to:

- Teacher's College Writing Institute
- GLAD training
- Lucy Calkins Reading Conference
- PBIS
- Dr. Jean's Active Learning Adventure
- Grade level collaboration (math)
- California Music Educators Association Conference
- Ensuring the Learning of All Students
- Grade level collaboration (ELA)
- Adapting Reading and Writing Workshops to Support English Learners, Grades K-5
- CUE National Conference
- Fall in Love with Close Reading
- National Council of Teachers of Mathematics Conference
- EQ Schools Conference - Teaching to the Human Core
- ISTE National Conference and Exposition
- ACSA Leadership Summit
- Google Geo Teachers Institute
- Google Apps for Education Summit
- CUE Rockstar for Administrators
- CCC SELPA Dyslexia Series
- National Science Teacher Association Conference
- ACSA Every Child Counts Symposium
- Ensuring the Learning of ALL Students: Building Site Systems to Close the Opportunity Gap
- ACSA Leadership Summit
- National Science Teachers Association Conference
- NAESP Pre-K—8 Principals Conference
- Solution Tree PLC at Work Institute

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Lydiksen Elementary School supports ongoing professional growth throughout the year on late start Wednesdays. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curriculum.

Lydiksen Elementary School teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$60,695	\$51,374
Mid-Range Teacher Salary	\$88,079	\$80,151
Highest Teacher Salary	\$107,982	\$100,143
Average Principal Salary (ES)	\$136,744	\$126,896
Average Principal Salary (MS)	\$147,968	\$133,668
Average Principal Salary (HS)	\$152,132	\$143,746
Superintendent Salary	\$270,300	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	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	6721	214.55	6506.45	90684
District	N/A	N/A	6040	\$92,066.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.4	7.0
School Site/ State	-9.0	21.7

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

FY18-19

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Title IV br/> Vocational Programs

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.