



McCabe Elementary School

250 South Derrick St. • Mendota, CA 93640-2049 • (559) 655-4262 • Grades 2-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Mendota Unified School District

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District Governing Board

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District Administration

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School Description

McCabe Elementary School is one of 7 schools within the Mendota Unified School District, a rural area located 40 miles west of Fresno. According to CBEDS information taken in October 2017, student enrollment for the 2017-2018 school year totals 858 students in grades 2, 3, 4, 5, and 6. The student population is made up of approximately 98% Hispanic students and 2% other. Poverty is apparent in the agriculture-based community, where 97% of the students qualify for the Free or Reduced Lunch Program. The English learner population makes up 69% of the total student population. Migrant students make up 8% of the total student population.

The McCabe Elementary program builds upon its strengths. The teaching staff is stable with minimal turnover in the past fifteen years.

The district and site administration is dedicated in providing the necessary forum, time, and structure to allow for staff development, workshops, and curriculum planning. Teachers at McCabe Elementary are currently CLAD or BCLAD certified. Our staff is also involved in ongoing professional development through the Fresno County Office of Education, Bridges to Leadership Program, T4 Lesson Delivery Training, Kagan Structures, the Teacher Induction Program, and other district developed professional development. Additionally, we have a leadership team that is composed of teachers and administration that is a key component in the decision-making process. Our paraprofessionals are also committed to continuing their education.

The majority of our student data is recorded using Illuminate which serves as an ongoing evaluation tool of student progress. The staff uses classroom data to follow the progress of each student, to provide focused Response to Intervention instruction, and to develop differentiated curriculum and instruction delivery for our students.

Our one to one chromebook student computers are internet ready which provide access to our Accelerated Reader and Math Programs, the Jiji math program, benchmark assessments, Common Formative Assessments, and Smarter Balance Assessment Component. Additionally, every classroom is equipped with SMART Technology or Promethean Boards, which includes a document camera, an infrared sound system, and a microphone. We have also added the program Imagine Learning, which targets our Migrant, students in our Intensive groups, and EL population.

On a regular school day, students in 4th – 6th grade are afforded a 345 instructional minute day, 3rd grade is afforded a 335-minute day, and 2nd grade is afforded a 325 instructional minute day. Several minimum days have been scheduled throughout the 2017-2018 school year for Professional Development, which include but are not limited to English Language Development, technology, instructional strategies and methods, test-taking preparation, literacy, common core, math and/or curriculum.

McCabe Elementary School will build upon student individual strengths while addressing challenges by providing the highest quality education. We are dedicated to reaching all students through data driven collaboration and reflective instruction. We provide opportunities for students to succeed, evaluate, and build problem solving skills that will prepare them for their future.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 2	166
Grade 3	178
Grade 4	157
Grade 5	167
Grade 6	157
Total Enrollment	825

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	97.9
Native Hawaiian or Pacific Islander	0
White	0.8
Two or More Races	0.1
Socioeconomically Disadvantaged	100
English Learners	74.1
Students with Disabilities	4.1
Foster Youth	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			
McCabe Elementary School	15-16	16-17	17-18
With Full Credential	30	25	26
Without Full Credential	2	8	8
Teaching Outside Subject Area of Competence	0	0	0
Mendota Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	137
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
McCabe Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All materials used were selected from the most recent list of materials adopted by the state; then were adopted by the local governing board. No students lack their own assigned textbooks or instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2nd - 5th Grade: McGraw Hill "Wonders" /2017-2018 6th Grade McGraw Hill "Studysync" 2017/2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2nd - 6th Grades: Houghton Mifflin Harcourt Go Math! / 2014-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2nd - 5th Grade: Scott Foresman/ 2007-2008 6th Grade:Harcourt /2007-2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2nd - 5th Grade: Scott Foresman /2006-2007 6th Grade: Holt /2006-2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The safety, cleanliness, and adequacy of the school facility is a priority. Classroom space is adequate to support the school's instructional program. The site's custodians and maintenance personnel maintain a planned program that ensure routine maintenance functions are performed on a scheduled basis. Members of the custodial staff clean classrooms and restrooms daily.

Per the Williams Facilities report, all areas within the McCabe Elementary Site are in good condition.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/31/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		
school looks good, only several small areas need attention				

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	31	34	33	35	48	48
Math	17	21	20	20	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	159	158	99.4	22.2
Male	84	83	98.8	22.9
Female	75	75	100.0	21.3
Hispanic or Latino	155	154	99.4	22.1
Socioeconomically Disadvantaged	159	158	99.4	22.2
English Learners	109	108	99.1	13.9
Students Receiving Migrant Education Services	18	18	100.0	22.2

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

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	14	22	22	26	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**School Year 2016-17 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	672	646	96.13	33.75
Male	350	332	94.86	29.52
Female	322	314	97.52	38.22
Hispanic or Latino	657	634	96.5	33.6
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	672	646	96.13	33.75
English Learners	561	544	96.97	32.9
Students with Disabilities	30	30	100	20
Students Receiving Migrant Education Services	73	69	94.52	21.74

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 2016-17 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	673	658	97.77	20.85
Male	351	344	98.01	21.22
Female	322	314	97.52	20.45
Hispanic or Latino	658	644	97.87	20.53
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	673	658	97.77	20.85
English Learners	562	550	97.86	19.82
Students with Disabilities	30	30	100	10
Students Receiving Migrant Education Services	73	70	95.89	22.86

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our parents are invited to attend School Site Council Meetings, English Language Advisory Council Meetings, to participate in Parent Nights, workshops from FCOE, workshops for PIQE (Parent Institute for Quality Education, Parent Teacher Conferences, Coffee Chats, be aware of and help with homework, and visit our school site. All parents are also invited to participate in free ESL classes held here at our site, and are encouraged to go to visit their child's classroom to talk to teachers on scheduled visits.

There is continuous information shared with parents via BlackboardConnect, our monthly school calendars, the school marquee, our school website, and teacher calls. Our Parent Involvement Policy is updated yearly (last update October 2017). Our Home School Compact is provided to parents every year and is signed by all participants. All students have a PowerSchool log-in that is used to keep parents informed of their students' academic progress via the PowerSchool student information system.

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 revised on an annual basis. Included in our safety plan is an emergency organization plan for our site and a phone tree of all site staff members. The Emergency Organization Plan outlines duties for all staff members in the case of an emergency and/or disaster. The following teams are formed: Emergency Operation Center Team, First Aid Team, Sweep and Rescue Team, Security Team, Students Accounting Team (Teachers), and our Parent Communication Team. All personnel have specific responsibilities in the event that a practice or real drill is present. Specific areas are designated for parent/student reunification, first aid administering, and lock-down situations.

Our Site Safety Plan was last updated and Board approved in July 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.96	2.15	3.71
Expulsions Rate	0	0	0.34
District	2014-15	2015-16	2016-17
Suspensions Rate	4.03	4.47	5.14
Expulsions Rate	0.15	0.24	0.11
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2013-2014
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	42.9	

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
Psychologist	.17
Social Worker	0
Nurse	.17
Speech/Language/Hearing Specialist	.17
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	20	22	21	6	0		2	8	8			
3	23	25	22				7	7	7			
4	31	31	32				4	5	4	1		1
5	27	30	31				5	5	5			
6	26	27	27				5	5	5			
Other	14	10	8	1	1	1						

* 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 primary focus was preparing our staff for implementation of common core. Our professional development was done through the Fresno County of Education in the areas of Math and ELA. The focus areas were selected due to the transition to the New Standards (CCSS) during the 14/15 school year. Other areas of concern were in reading and writing which were addressed during the year with professional development trainings. These areas of concern were populated by using illuminate, which was our district's data collection program. Teachers disaggregate data to identify areas of concern within each of the grade levels.

The majority of our professional development is provided during the district scheduled minimum days. On occasion, administration has held various professional development based on site needs.

There are various support avenues that our school has in place. The principal and vice-principal present and share the majority of the data during our PLC's. Our teachers meet regularly with the principal to discuss all concerns. Our teachers are given time to go observe best teaching practices by other teachers, they are given time to collaborate during our PLC's, teachers are also given time to meet with each other and to articulate with their grade levels and other grade levels.

In order to provide our staff with the most up to date training, our district has provided several minimum days during the school year. Below is a list of the minimum days that coincide with the trainings:

2017/2018

- Small Group Guided Reading Grades 2, 3, & 4
- 1. September 5, 11, & 12 (2017)
- 2. November 7, 2017
- 3. January 9 & 10, (2018)
- 4. February 6, 8, & 26
 - T 4 Training
- 1. September 20, 21, & 22 (2017)
- 2. January 24, 25, & 26 (2018)
- 3. March 21, 22, & 23 (2018)
 - Google Training
- 1. October 2, 3, & 5 (2017)
 - Site PLC's
- 1. Every Wednesday
 - IABs Interm Assessment Blocks
- 1. October - March

2015-16

1. 7-1-15, T4 Curriculum Planning
2. 7-2-15, T4 Curriculum Planning
3. 7-20-15, T4 Curriculum Planning
4. 7-21-15, T4 Curriculum Planning
5. 7-22-15, T4 Curriculum Planning
6. 8-3-15, District Meeting
7. 8-4-15, Site PL Goals & Assessment Results
8. 8-5-15, T4 Training New Teachers to MUSD
9. 8-11-15, F&P Training
10. 8-11-15, Google Training
11. 8-31-15, RTI, Illuminate, F&P scores
12. 9-2-15, T4 Training
13. 9-3-15, Google Training
14. 9-4-15, T4 Training
15. 9-8-15, Curriculum Advisory PL
16. 9-9-15, T4 Training
17. 9-10-15, Google Training

18. 10-1-15, Google Training
19. 10-6-15, Google Training
20. 10-21-15, ELA/ELD Framework
21. 11-2-15, Tech PL
22. 11-4-15, Spelling, ELA/ELD Framework, Data goal setting
23. 11-10-15, Curriculum PL
24. 11-13-15, T4 Training
25. 11-17-15, English Learner PL
26. 11-17-15, T4 Training
27. 11-18-15, T4 Training
28. 11-19-15, Illuminate
29. 12-2-15, RTI, Autism Awareness, FCOE Health Dept.
30. 12-16-15, SBAC & Benchmark Results
31. 1-11-16, F&P, Performance Tasks, IABs 2nd Grade
32. 1-12-16, F&P, Performance Tasks, IABs 3rd Grade
33. 1-13-16, F&P, Performance Tasks, IABs 5th Grade
34. 1-14-16, F&P, Performance Tasks, IABs 4th and 6th Grades
35. 1-22-16, RTI/ELD Planning
36. 1-26-16, Google
37. 1-27-16, Google
38. 2-1-16, F&P 3rd Grade
39. 2-2-16, Curriculum Advisory PL
40. 2-3-16, FCOE Portal
41. 2-4-16, Google training classified staff
42. 2-4-16, T4 Training 2nd Grade
43. 2-5-16, T4 Training 6th Grade
44. 2-10-16, T4 Training 4th Grade
45. 3-2-16, FCOE Portal 2nd & 3rd Grades
46. 3-15-16, Curriculum Advisory PL
47. 3-16-16, SBAC
48. 4-4-16, Google Training
49. 4-7-16, Google Training
50. 4-16-16, SBAC, Safe School Plan
51. 4-19-16, Illuminate Training
52. 5-4-16 CAASPP & Benchmark 4

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,719	\$44,144
Mid-Range Teacher Salary	\$67,246	\$69,119
Highest Teacher Salary	\$76,741	\$86,005
Average Principal Salary (ES)	\$87,205	\$106,785
Average Principal Salary (MS)	\$87,205	\$111,569
Average Principal Salary (HS)	\$102,087	\$121,395
Superintendent Salary	\$175,000	\$178,104
Percent of District Budget		
Teacher Salaries	32%	34%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9304.40	\$1883.82	\$7420.58	\$55029
District	♦	♦	\$9977	\$62,132
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-25.6	-11.4
Percent Difference: School Site/ State			12.9	-21.0

* Cells with ♦ do not require data.

Types of Services Funded

McCabe Elementary offers various types of services and programs to support and assist students both socially and academically. District/school personnel is available to serve all students, which includes a district psychologist, an on-site counselor (as needed) to assist students with any social emotional concerns, a library technician, a district nurse, and a siite LVN. Teachers offer after school tutorial to students as needed. Embedded programs within the regular school day includes, leveled classroom intervention provided by credentialed teachers (RTI) and additional intervention is also provided by qualified instructional paraprofessionals.

English Language Learners are provided services by district staff that focuses on language development and grade level proficiency. ELD strategies are used by teachers to ensure ELA/ ELD standards are used with fidelity. Teachers are required to teach ELD for 30 minutes daily (Designated ELD), EL students are also taught language development throughout the day (Integrated ELD). Students new to the country are assigned extra tutorial with instructional aides focusing on acquiring the English language and acclimation to the California Education system.

Parent training programs designated for Parent Outreach are provided for parents consistently throughout the year. The focus is for parents to be equal partners in education. Parent Nights are another parent involvement opportunity focusing on teachers teaching parents "take home activities". SSC, DELAC, and ELAC are also major parent outreach programs.

The FRESH after school program is conducted daily for 84 students. The program provides an academic component, an enrichment component, and a nutrition component. The academic component consists of reading comprehension by way of Accelerated Reader.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.