Ramona Elementary School

804 Cooper Road • Oxnard, CA 93030 • (805) 385-1569 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Ramona Elementary School is located on the East side of Oxnard, where the population is predominantly of Latino/Hispanic descent with a significant immigrant population. Our school is comprised of 99% Latino, 1% white, 98.3% socioeconomically disadvantaged, and 85.4% English Learners. Among the English Language Learners, we have dialects such as Mixtec and Zapotec, which comprise 8.85 percent of the English Language Learners. Although the odds are against our students, Ramona Staff made a commitment to our students, and through collective efficacy, we had significant gains on our English Language Arts CAASPP. Overall, we had a four percent improvement in grades three through five. In addition, our longitudinal data showed fifth-grade students with a significant gain of 13 percent. In addition to our teachers' collective efficacy, students had the support of Lexia CORE5, which enriches the academic instruction and reinforces learning in an adaptive personalized and individualized learning that motivates students by their success creating a customized and personalized learning path. Lexia Core5 provides a systematic and structured approach to six critical areas of reading; phonological awareness, phonics, structural analysis, automaticity/fluency vocabulary, and comprehension. ST-Math starts by teaching the foundational concepts visually and then connects the ideas to the symbols and language. ST Math is a standards-aligned program that creates opportunities to move away from digitized math drills and puts them in the mindset to think creatively. Challenging games help students explore non-routine problems and build numbers sense instead of memorizing disconnected facts. Both Lexia and ST Math programs create personalized learning paths for students of all abilities through adaptive placement and scaffold activities that align with rigorous standards. Lastly, we believe we need to develop lifelong learners where every student can explore the world through reading, therefore at Ramona, we celebrate every child's success by acknowledging their reading success through the Accelerated Reading Program.

With our Mission, Vision, and Commitment in mind, we at Ramona Elementary School work consistently and diligently improve upon our strong gains in student achievement. Hard work and dedication to our goals have shown an increase in student achievement, especially in the area of Language Arts, mathematics and with our English Language Learners. We critically examine and determine what actions empower our students to achieve and which areas need further development to enable students to achieve greater success. Professional Learning Community, grade-level teams collaborate after each assessment to analyze data from both formative assessments such Star 360 Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, curriculum-embedded assessments and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Teachers use grade-level data to plan lessons, identify instructional strategies, target students' intervention and adjust as needed. Acquiring academic English language continues to be an essential goal for Ramona School students, especially for our English Language Learners (ELLs). For the 2019-2020 School Year, Ramona Elementary is providing parents the opportunity to enroll their children in a 50/50 Dual Immersion Program (DLI) starting in Kindergarten and first grade. We believe this switch from TBE to DLI will empower and validate students' first language, while simultaneously offering monolingual students access to non-English language. Every year we will be adding one class, up until every grade Kinder through fifth-grade class becomes DLI.

Ramona's Vision - Empowering Ramona Elementary students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning.

Ramona Mission - To provide a safe, nurturing environment where students reach their academic potential and become responsible global citizens.

Ramona School is committed to the following:
- Guide students to become global citizens using technology and collaboration to develop critical, independent thinkers and leaders.
- Utilize technology to accelerate and provide individualized and personalized learning.
- Provide a supportive environment that addresses the needs of all students, including nutrition, physical, social-emotional, safety, intellectual growth, and development.
- Provide opportunities for family and community partnerships through participation in school committees and events.
- Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other.
- To inform and provide differentiated instruction to ensure that all students are given learning opportunities in all content areas.
- Use formative assessment data throughout the year, communicate and collaborate as a member of a team, be open to new ideas, and reflect on our practices to continue our growth as professionals.

Ensure all students can access the Common Core Standards State Standards Curriculum by building foundational skills that lead to college and career readiness.
- Create an environmentally responsible campus.
- Attend professional development that enhances our understanding of research-based Common Core State Standards core practices to build capacity within the school.
- Participate in reciprocal Professional Learning Communities to reflect, improve, and advance instructional practices
- Attend training, which supports Project-Based Learning and focuses on developing STREAM-based learning.

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	136
Grade 1	89
Grade 2	84
Grade 3	97
Grade 4	97
Grade 5	103
Total Enrollment	606

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.3
White	0.7
Socioeconomically Disadvantaged	93.6
English Learners	85.1
Students with Disabilities	7.4
Foster Youth	0.2
Homeless	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 Ramona Elementary School	17-18	18-19	19-20
With Full Credential	26	26	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ramona 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)

Oxnard School District held a Public Hearing on October 9, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005
	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)

Ramona School, originally constructed in 1999, is currently comprised of 24 classrooms, a library, a computer lab, a teacher workroom, a cafeteria/multipurpose room, and three playgrounds. The most recent renovations include the addition of two new portables and new asphalt throughout the campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Bldg # 7 Custodial Room: Missing vent cover. Room # 301: Missing 1 ceiling tile, 1 stained ceiling tile Room # 307: Stained ceiling tiles Room # 310: Missing 1 cover base Room # 312: Missing 1 cover base Room # 313: Missing 1 cover base Room # 602: Stained ceiling tile. Room # 604: Stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Bldg. # 10 Boys Restroom: Sink hanging out needs to be tightened. Bldg. # 700 Boys Restroom: Needs caulking around sink. Bldg. # 800 Boys Restroom: Loose sink. Bldg. # 900 Girls Restroom: Sink needs to be tightened

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Bldg. # 10 Girls Restroom: ü Kindergarten Playground: Broken piece on slide.
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	24	27	26	30	50	50
Math	11	15	14	17	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.

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	18.4	28.2	7.8

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.

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	296	295	99.66	27.12
Male	154	153	99.35	19.61
Female	142	142	100.00	35.21
Hispanic or Latino	295	294	99.66	27.21
White	--	--	--	--
Socioeconomically Disadvantaged	290	289	99.66	26.64
English Learners	278	277	99.64	25.99
Students with Disabilities	34	33	97.06	3.03
Students Receiving Migrant Education Services	--	--	--	--
Homeless	18	18	100.00	0.00

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 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	296	295	99.66	14.58
Male	154	153	99.35	15.69
Female	142	142	100.00	13.38
Hispanic or Latino	295	294	99.66	14.63
White	--	--	--	--
Socioeconomically Disadvantaged	290	289	99.66	14.88
English Learners	278	277	99.64	15.16
Students with Disabilities	34	33	97.06	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	18	18	100.00	0.00

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)
Parent involvement is a key element for continued academic success at Ramona School. Teachers regularly communicate with parents by phone, with written notes, in person and through various activities on the site. At the beginning and throughout the school year, parents are welcomed to Ramona School through a variety of general parent meetings, monthly principal meetings, parent nights, and individual parent meetings/programs. Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their child's progress. Ramona staff also presents parent education nights to help parents support their students in an academic setting. Our Outreach Consultant (ORC) facilitates parenting classes, which are offered in English and Spanish, with Mixteco translation as needed to further encourage participation and support positive interaction with their children. We will continue to offer the Latino Family Literacy Project designed to teach parents how to support their children in the area of reading, especially as it pertains to learning to read. Parent Information Nights are held throughout the year to assist in the transition of kindergartners and 5th graders into their new school settings.

We also have parents and community members participate in the School Site Council (SSC), English Learner Advisory Community (ELAC), Parent/Teacher Association (PTA) and classroom volunteers. To support further parent involvement, we provide Spanish speaking and Mixteco translators at meetings and throughout the week to better communicate vital information to parents. We maintain our connection with the community utilizing our Outreach Consultant to engage and encourage open communication with parents and the Ramona School Staff. Ramona School has forged numerous partnerships with local businesses throughout the community including, but not limited to: The City of Oxnard, Oxnard Police Department, Mixteco Indigenous Community Organizing Project (MICOP), Ventura County Behavior Health, Ventura County Health, and Oxnard Recreational Department.

Ramona provides several opportunities for parents to become involved in their children's education. They encouraged to participate and support Ramona Elementary students by becoming involved in parent training workshops in various areas including, but not limited to:

Parent Project, Loving Solutions, social skills, and discipline
Family Literacy Nights IPad training and introduction to student programs
Math Nights STREAM Night where students present Inquiry-Based Projects
Parent Book Club (The Four Agreements, Hijos Triunfadores)
Parents are encouraged to participate in school, district and community events, including, but not limited to:

VCBH Logrando Bienestar
MICOP, Viviendo con Amor
Class and field trip volunteers
PTA events
School Site Council
Englis Language Advisory Committee, ELAC
Parent Nutrition Classes
Parenting classes
Coffee with the Principal/Title 1 meetings
Awards Assemblies
Project 2INSPIRE

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 safety of students and staff is a primary concern of the Ramona School community. Supervision is a responsibility shared among playground assistants, teachers, and administration and other school staff. five full-time playground assistants monitor students before, during breaks, at lunch, and after school.

To safeguard the well-being of students and staff, a Comprehensive School Site Safety Plan has been developed by the Leadership Team/Safety Committee and reviewed annually by staff and parents. Key elements of the Comprehensive Safety Plan focus on playground supervision, disaster kits, and emergency procedures.

We will continue to implement CHAMPs, a Positive Behavior Intervention Support plan (PBIS), Restorative Justice to support the instruction and continuance of positive behavior by students throughout the day and after school. We continue to address concerns of safety outlined by the Safe and Civil Schools Survey in which students, teachers, and parents participated
Ramona Elementary complies with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held on a regular basis, alternating between fire, earthquake and campus intruder/lockdown drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	0.9	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.2	3.2
Expulsions Rate	0.0	0.1	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*	606.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	2.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	4		153			1	26		5	1
1	25		4		23		4		22	1	3	
2	26		4		26		3		21	1	2	
3	29		4		26		4		24		4	
4	35			2	35			3	32		2	1
5	34			3	34		1	1	34			3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Oxnard School District is committed to providing professional development for all teachers to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, and addresses the current Common Core standards, as well as social-emotional needs. Professional development can include training in specific subject areas, general academics, social behavior, technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

The district and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Oxnard School District is committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the district-wide staff development (non-student) days (2 per year), the district also provides numerous professional development opportunities throughout the year, after school, and on weekends. In this report, the number of days indicated for the district reflects the number of days teachers are subbed out for professional development. Our continued professional development is based on data reflecting our students' academic and social-emotional needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,269	$45,741
Mid-Range Teacher Salary	$79,975	$81,840
Highest Teacher Salary	$102,651	$102,065
Average Principal Salary (ES)	$123,494	$129,221
Average Principal Salary (MS)	$137,515	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$233,849	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$4,096.15	$135.90	$3,960.25	$84,614.61
District	N/A	N/A	$3,783.10	$81,627.34
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.6	3.6
School Site/ State	-61.9	2.3

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

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality
- Title III, English Learner
- Title IV, Part A - Student Support and Academic Achievement
- Tobacco Use Prevention Education (TUPE)

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.