

VALLEJO MILL ELEMENTARY SCHOOL

38569 Canyon Heights Drive • Fremont, CA 94536 • (510) 793-1441 • Grades K-6

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



Fremont Unified School District

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School Description

Nestled in the East Bay hills of the San Francisco Bay Area, Vallejo Mill Elementary School takes pride in developing academic excellence and building community. Vallejo Mill is tucked into a diverse neighborhood at the base of a large hillside where cattle still graze. Although it is currently a transitional kindergarten (TK) through sixth grade school, throughout its history it has served students from preschool through junior high. Like the community around it, Vallejo Mill Elementary changes and adapts to reflect the community it serves.

Vallejo Mill Elementary is proud of its academic excellence and high expectations for all students. We were selected as a 2015 Honor Roll School by Educational Results Partnership (ERP) and the campaign for Business and Education Excellence. For over 40 years, Vallejo Mill has served as a Spanish bilingual and dual immersion school. We have refined our instructional practices and bilingual model to best meet the needs of our students. Our students and students from across Fremont and beyond choose to participate in our Spanish Dual Immersion Program (SDI) in kindergarten through sixth grade. Our goal is to prepare a diverse student population participating in the program to become bilingual and bi-literate. Our school-wide technological upgrades have allowed students to access the latest research-based software and on-line programs that support 21st Century learning. Additionally, students have the opportunity to participate in enriching before and after school activities, such as Safety Patrol, Band, Sports, Young Rembrandts Drawing Class, Mad Science, and Chess Club, all of which promote positive social interactions and successful student outcomes.

Our entire staff sees its own continuing education and professional growth as key to educating our students well. In particular, we value professional development that fosters community, refines practice, and most importantly, increases student learning. Our staff continues to participate in Professional Learning Communities (PLCs) or grade-level teams. Our teams collaborate on a regular basis, analyze data, and share research-based educational practices to improve outcomes for all students. The majority of our teachers are also trained in Guided Language Acquisition Design (GLAD). GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Vallejo Mill's schedule includes grade level common prep time during the instructional day and allows for every Wednesday to be a minimum day for students in first through sixth grades. This enables teachers to participate in grade-level and school-wide collaboration time, with a focus on improving student learning, developing engaging lessons, implementing instructional strategies that lead to students' attainment of the California Core Standards, and providing interventions or enrichment to students as needed.

Vallejo Mill is a Restorative Practices School. Training has been provided by the International Institute of Restorative Practices (IIRP) in support of creating and complementing existing school climate strategies and approaches that lead to an inclusive, equitable, and safe school environment for our school community. It has helped us transform our school into a caring, respectful learning environment where students and the broader community learn and grow. Along with Eight Great Traits (monthly character traits), Cultural Competence lessons, and anti-bullying initiatives, our staff instills the values of character education through an ongoing process that is based upon clear agreements for behavior, social skills, acceptance of diversity, and reflection. We envision a school community of respectful, responsible, and resilient life-long learners working towards their full potential. Our mission is to engage students in high levels of learning and empower them to be active learners in a safe, inclusive environment. We will encourage community members to take risks, think critically, work collaboratively, and find joy in 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	85
Grade 1	72
Grade 2	69
Grade 3	79
Grade 4	59
Grade 5	84
Grade 6	71
Total Enrollment	519

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	1
Asian	35.5
Filipino	4.6
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	0.6
White	17.1
Two or More Races	3.3
Socioeconomically Disadvantaged	30.4
English Learners	21.8
Students with Disabilities	10
Foster Youth	0.6
Homeless	0.6

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 the School	17-18	18-19	19-20
With Full Credential	30	29	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	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

Notes:

- "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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History -Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Vallejo Mill School was built in 1955. The interiors of the buildings need to be painted. We also have five portables that are in good condition. We have one day custodian and 1.5 night custodians who keep our facilities clean. Each classroom and the restrooms are cleaned every day. Our day custodian picks up litter daily. District maintenance staff remove graffiti, make repairs as needed, and maintain landscaping on a monthly schedule.

In 2008–2009, an additional staff restroom was built at the end of the third wing. A new surface of asphalt was added to the intermediate/upper playground. New drainage and an asphalt surface were added to the areas between the buildings. An enlarged field, in the primary playground, opened for student use in March 2010.

During the summer of 2011, additional surface of asphalt was added to the playground and a wall ball court was built. During the 2012-2013 school year, a new playground structure was installed on the intermediate/upper playground. Vallejo Mill's PTA funded the project. With the passage of Measure E Bond, the technology infrastructure was upgraded and completed in September, 2015. In October, 2017, PTA raised over \$30,000 from the Color Run towards a new and much-needed primary playground structure. The new colorful primary play structure was installed in April, 2018 and provides for a more safe and fun area for students to play.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool (FIT), which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on the School Facility Good Repair Status report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/21/2019

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	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	54	60	77	78	50	50
Math	51	55	73	74	38	39

Notes:

- 1) 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.
- 2) 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

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed 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 was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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	23.8	16.7	48.8

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	294	292	99.32	59.93
Male	168	167	99.40	54.49
Female	126	125	99.21	67.20
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	87	86	98.85	74.42
Filipino	20	20	100.00	55.00
Hispanic or Latino	102	102	100.00	53.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	58	98.31	48.28
Two or More Races	12	12	100.00	83.33
Socioeconomically Disadvantaged	101	100	99.01	41.00
English Learners	89	88	98.88	48.86
Students with Disabilities	49	49	100.00	38.78
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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	294	292	99.32	54.79
Male	168	167	99.40	56.89
Female	126	125	99.21	52.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	87	86	98.85	70.93
Filipino	20	20	100.00	55.00
Hispanic or Latino	102	101	99.02	46.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	59	59	100.00	47.46
Two or More Races	12	12	100.00	75.00
Socioeconomically Disadvantaged	101	100	99.01	41.00
English Learners	89	88	98.88	46.59
Students with Disabilities	49	48	97.96	37.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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)

There are many opportunities for parent and community involvement at the school. Each school year, parents are invited to take positions on various school committees such as the Safety Committee, Safety Patrol, School Site Council (SSC), English Language Advisory Committee (ELAC), Spanish Dual Immersion Parent Group (Fremont SIP), and the Parent Teacher Association (PTA). In addition to serving on committees and school events, parents and community members are encouraged to be actively involved in all aspects of school life.

Parent volunteers work in the classrooms directly with students and teachers to support academic growth and development, assist with technology, and help office staff and the library technician. Community members assist staff with monitoring our before and after school Student Safety Patrol and supervising students during their lunch time. Parent/family engagement sessions are offered throughout the year as well, such as Parent Cafes, community presentations, and a maker-space/coding event.

Vallejo Mill (VM) has a dedicated, generous parent group that coordinates community events and raises funds for classroom supplies, field trips, and major improvements to our facilities. The PTA and VM Community raised money to purchase and install a new, much-needed primary playground structure in the 2017-2018 school year. Other major fundraising efforts, in most recent years, include providing chrome books for student use, backpack hooks outside of every classroom, and a digital marquee for enhanced school-wide communication. Additionally, our PTA sponsors extra curricular activities, such as Family Fun Nights/ Movie/Bingo Nights, Multi-Cultural Night, and the school Talent Show. All their efforts in supporting our students and school are greatly appreciated!!

To find out how you can volunteer at our school, please look online at our school website or contact the school office.

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

Staff monitors the school grounds for 15 minutes before and after school, as well as at all recesses. Parent or community volunteers serve as crossing guards at crosswalks in front of the school. We have five to six noon supervisors who supervise students during their lunchtime. Visitors must sign in at the office and wear a visitor's or volunteer sticker throughout their stay.

We revise our School Safety Plan annually. The last update was adopted in May, 2019. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan annually with the staff. Copies are kept in the school office for parents and community members to view. We practice monthly fire drills, and alternate emergency disaster drills, such as earthquake and lock down procedures. We hold training for staff on emergency procedures as needed. Most teachers who have students with allergic reactions voluntarily take the training necessary to administer certain medications on study trips or emergencies. In August, 2018, our staff participated in Run, Fight, Hide (Dangerous Intruder) Training. Two-Thirds of our staff voluntarily got CPR trained in September, 2018, which is good for two years. Most teachers who have students with allergies voluntarily participate in EpiPen training on an annual basis. The majority of our staff keep their certifications current.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

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	.0

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	
Resource Specialist (non-teaching)	5.0
Other	

Note: 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	24		4		24		4		21	1	3	
1	24		3		23		3		24		3	
2	24		3		23		3		23		3	
3	27		3		25		3		26		3	
4	22	1	2		27		3		20	2	1	
5	24	1	2		23	1	2		26		3	
6	21	1	2		21	2	2		19	2	2	
Other	9	1										

Notes:

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

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: 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	7770	710	7060	92612
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.4	1.1
School Site/ State	4.8	11.2

Notes:

- 1) Cells with N/A values do not require data.
- 2) The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that are reported on 2018-19 report cards.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement 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.