Arcata Elementary School

2400 Baldwin Street • Arcata, CA 95521 • (707) 822-4858 • Grades K-5
Victoria Parker, Principal
vparker@arcatasd.org

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

Arcata Elementary School District
1435 Buttermilk Lane
Arcata
707-822-0351
www.arcataschooldistrict.org

District Governing Board

Carrie Kelly
President

Joe McKinzie
Clerk

Jeffrey Schwartz
Board Member

Prairie Moore
Board Member

District Administration

Luke Biesecker
Superintendent

Becky MacQuarrie
Principal - Sunny Brae Middle School

Victoria Parker
Arcata Elementary School

Inga Townsend
Director of Student Services

Our Mission Statement:

Arcata Elementary School provides a rich and stimulating academic program, which encourages individuality, cultural diversity, and critical thinking. In our safe and secure environment, students build excellent character and maximize their potential. As educators we value the partnership between families, school, and community.

Arcata Elementary School is located in Arcata, a small university town in the heart of Redwood Country in Northern California, on Humboldt Bay. Arcata Elementary is part of the TK-8 Arcata Elementary School District. Arcata Elementary is a TK-5 school and Sunny Brae Middle School is our 6-8 grade site. Arcata Elementary School serves over 300 children in transitional kindergarten through fifth grades. Arcata Elementary School, "AES", has a before school and extended school day program; as well as an on-site preschool program. Our school also hosts a satellite class from the Glen Paul program.The Glen Paul School classroom is a special day class for severely handicapped students.

Our students are the focus at AES. Students receive a stimulating academic program that encourages individuality, cultural diversity, and critical thinking. The staff of AES integrates 21st century skills students need to develop in order to succeed in our information based economy. Students develop the ability to think deeply about issues, solve problems creatively, work in teams, and to communicate their ideas clearly using a variety of technology. Students are immersed high quality visual and performing arts program. Highly qualified certificated classroom teachers, a credentialed music teacher, and a dance specialist teach all students. The cultural diversity of our students and families is celebrated through all of these programs.

At AES, we are proud of a strong academic tradition. In addition, Arcata Elementary School staff members create a safe and supportive environment that allows students not only to thrive academically, but to grow emotionally and socially.

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	59
Grade 1	53
Grade 2	48
Grade 3	43
Grade 4	51
Grade 5	45
Total Enrollment	299

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	4.3
Asian	1.3
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.3
White	58.2
Two or More Races	14.7
Socioeconomically Disadvantaged	68.6
English Learners	6.4
Students with Disabilities	17.7
Foster Youth	4
Homeless	7

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 Arcata Elementary	17-18	18-19	19-20
With Full Credential	17	17	18
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Arcata Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Arcata Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Excellent quality and current (2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Excellent quality and current (2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Good quality and current (2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Excellent quality and current (2018) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Arcata Elementary School is located on a quiet neighborhood street in Arcata, California. The front of the school is lined with flowering cherry trees, well-manicured lawns, green foliage and flowering plants. Arcata Elementary has two well-designed parking lots and off-street parking that provide ample space for staff and visitors. We have large grassy playing fields, a large blacktop for games and two areas with play and climbing structures. Parent volunteers and school staff installed a new $30,000 play structure, which was purchased by the PTO and API funds. In September 2013, AES started a vermi-composting program which is now thriving. The school garden was improved and now includes a new garden area with raised beds, one for each class and the after school educational program. The school has worked with the City of Arcata to build a nature trail with native plants along the north end of campus above Sunset Creek.The nature trail is used by classes throughout the school year.

The Arcata Elementary School site consists of 20 classrooms, which accommodate transitional kindergarten through fifth grade, a Resource Specialist Program, a Special Day Class, a Family Resource Center, and the kindergarten/first grade after school education program. Our school library is located in the heart of our school and it features an extensive book collection. The Arcata Elementary site has a speech and language specialist room, an English Learner Language resource room, the school psychologist's office, a nurse's office, a multipurpose room, the front office, a staff room, a workroom, and several storage rooms. The bus garage and maintenance buildings are located at the Arcata Elementary School site. The Arcata Elementary site has a mobile carts with Chromebooks for use in the classroom and other device to support technology skill building.

In addition, two portable buildings house the after school program for grades 2-3 and the Arcata Family Resource Center. A modular building, with over 2300 square feet, houses the after school education program and the preschool program.

The multipurpose room is used as a cafeteria, as well as for physical education classes, assemblies, and daytime and evening student drama performances. The custodial/maintenance team maintain the facilities and grounds. As a result of the passage of our School Bond through Measure F, modernization of AES classrooms, multipurpose room, bathrooms, and resurfacing of all paved areas happened during the summer of 2014.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

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	
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	51	48	62	59	50	50
Math	45	50	48	47	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	31.8	18.2	

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	146	137	93.84	48.18
Male	79	73	92.41	43.84
Female	67	64	95.52	53.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	22	20	90.91	40.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	80	95.24	56.25
Two or More Races	24	23	95.83	43.48
Socioeconomically Disadvantaged	110	101	91.82	39.60
English Learners	11	11	100.00	18.18
Students with Disabilities	34	32	94.12	28.13
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	146	135	92.47	49.63
Male	79	71	89.87	52.11
Female	67	64	95.52	46.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	22	20	90.91	35.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	79	94.05	63.29
Two or More Races	24	23	95.83	30.43
Socioeconomically Disadvantaged	110	99	90.00	41.41
English Learners	11	11	100.00	27.27
Students with Disabilities	34	30	88.24	50.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)
We welcome and appreciate the many ways that Arcata Elementary School parents and community members strengthen our school through their support from home and involvement in the classrooms. It is our belief that a sense of family and community is the fundamental force in the development of a child. We believe that parents are the most important and influential teachers of their children. Therefore, we encourage and maintain a strong parental and community partnership. Getting involved sends a critical message to children. Education is important!

There are a number of opportunities for parental involvement at Arcata Elementary School. When parents get connected to the school, children get better grades, do better on tests, and have fewer discipline problems. When you build a relationship with your child's teachers, principal, and office staff, it will be far easier to communicate about any problem (or victory) that occurs throughout the year. There are several ways you can contribute to the school community.

At AES we have two levels of volunteers:
Level 2 Volunteer - Classroom Parent, weekly classroom volunteers, one or more field trips, 2nd grade parents to help during swimming lessons in the Spring
Volunteer form on file and volunteers will need to be fingerprinted and have a current TB test
Level 1 Volunteer - One field trip and in classroom 1-3 times per year
Volunteer form on file

Classrooms: Each year teachers ask for volunteers for the classroom and the time commitment varies by grade level. Sometimes they ask for a commitment for a single field trip and other times they ask for a volunteer in the classroom at the same time each week to help with an activity.
Time Commitment: approximately 1 hour per week
Volunteers need a Level 2 Volunteer Clearance

Field trips: Experiences outside of the classroom give students a chance to connect classroom lessons to real-life experiences and tangible artifacts. They give students access to culture, history, and art that may be left out of the regular curriculum. The sensory, physical, and social aspects of field trips enrich learning experiences.
Time Commitment: varies depending on activity
Volunteers need a Level 2 Volunteer Clearance (more than one field trip)

PTO: The PTO needs volunteers to help with events and activities throughout the year. For the upcoming school year we will be asking for a parent (or two if you'd like to share the responsibility) to be a Classroom Parent. The classroom parent is the liaison for the PTO
Time Commitment: approximately 1 hour per week
Volunteers need a Level 2 Volunteer Clearance

District and School Committees: We have both school level and district level opportunities.
School Committees and School Site Council (SSC)
Time Commitment: approximately 1 hour per month
Volunteers need a Level 1 Volunteer Clearance

District Advisory Committee (DAC)
Time Commitment: approximately 1 hour per month
Volunteers need a Level 1 Volunteer Clearance

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 District Safety Committee has worked diligently to set the direction for the entire district. A district-wide safety plan exists for all disaster situations. The Arcata Elementary School Plan is revised each year to meet the needs of the school and change in personnel. The committee utilized the District Safety Committee to assist with this revision. Information gathered from parents, students and staff was used to determine area need.

Arcata Elementary School has a long history of low crime rate, with only a few incidences of vandalism in the past several years. Additionally, security cameras for the safety and well-being of students and staff were installed during the 2014 summer remodel.

There have been no crimes against students or staff. The school campus is secure during all school hours. Visitors sign in and out at the front office and check out a visitor's badge as a form of identification.

In order to reinforce consistency, a school-wide assembly is held each school year to introduce all staff members to the students, meet new students and to discuss rules and appropriate behaviors. Students and staff are encouraged to add positive comments or bring up issues that concern the school. Additional gatherings are held throughout the year to reinforce and remind students and staff of student expectations. To ensure a safe learning environment, the staff consistently enforces school, bus and classroom rules.

Arcata Elementary School uses the Second Step Program, which is an anti-violence and bullying prevention program. The program is part of our Safe School Plan. During the summer of 2008, a team of administrators and teachers were trained as trainers in this program. AES also utilizes Positive Behavior Interventions and Supports (PBIS). PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.Then on the first staff development day, they met with teachers, support staff, other school personnel, district board members, and site council members to train them in this anti-violence/ anti-bullying program. Parent involvement is a critical component of this implementation plan.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.5	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	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

* 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)	.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
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 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	27		3		22	2	2		20	2	1	
1	22		2		21	1	1		18	3		
2	20	1	1		17	2			24		2	
3	20	2			20	1	1		22		2	
4	28		2		22		2		23		1	
5	20	1	2		27		2		21	1	1	
Other**	8	1			10	1			17	1	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			

The Arcata School District schedules minimum days each Monday during the academic school year. This time is used for professional development, grade level collaboration, and planning. Twelve minimum days are set aside for fall and winter parent conferences. Teachers and paraprofessional staff are encouraged to attend professional development training throughout the school year. Substitutes and funds to pay for the trainings are provided, using school site funds and district professional development funds.

Because of the wealth of professional development opportunities offered through Humboldt County Office of Education (HCOE), staff in the Arcata School District are able to avail ourselves of many excellent workshops and classes that are aligned to the State Standards. Paraprofessionals and teachers have attended several workshops for training in the areas of reading, mathematics, working with students with Autism, and behavior management techniques. Teachers at Arcata Elementary School have attended workshops to support our adopted reading and writing programs, Google Apps for Education, STEAM, and have been using these program and methodologies consistently in the classroom, as homework, and have already observed academic improvement in language skills.

Classroom assistants and yard supervisors attend monthly meetings covering a variety of topics pertinent to their jobs. In addition, we utilize our teachers and staff to share information and provide training from conferences, local experts and out-of-the-area specialists.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$	$45,252
Mid-Range Teacher Salary	$	$65,210
Highest Teacher Salary	$	$84,472
Average Principal Salary (ES)	$	$107,614
Average Principal Salary (MS)	$	$112,242
Average Principal Salary (HS)	$	$
Superintendent Salary	$	$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	27%	31%
Administrative Salaries	7%	7%

* 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	$12,056	$3,633	$8,423	$61,459
District	N/A	N/A	$8,993	$61,468
State	N/A	N/A	$7,506.64	$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.5	0.0
School Site/ State	11.5	-5.5

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

The Arcata School District is a small elementary district, which funds a number of services and programs. These services include one elementary school and one middle school; maintenance, operations, and transportation; before and after school program; school libraries; special education; student support materials and staff; district office (business, personnel, and payroll); and food services. A management team composed of the superintendent, principals, and classified managers coordinates all of these services.

Each year the Arcata Elementary School Site Council, made up of representatives from the teachers, support staff, parents, community members and the principal, update the Single School Plan for Student Achievement, analyzing and reviewing information from standardized and district assessments; and student, parent, and staff surveys. The school plan is updated, stating goals to meet student needs. The following were approved by the Site Council using categorical funds: classroom instructional aides, reading intervention support staff, recess monitors, drama and arts specialist, technology materials and supplies, books and materials to support the core programs, the purchase of instructional materials to support EL students and families, the purchase of the Second Step Character Education Program equipment, the SPARK K-5 physical education program, transportation costs for field trips, swim lessons for second graders, steel pans lessons for all 5th graders, Gate instructors, instructional materials and supplies, school assemblies, live performances, a part-time counselor, staff development, computers, and computer programs to support student learning.

We are proud of the partnership and collaboration of Site Council members, staff and educational staff; and their understanding of the ideas that lead to the implementation of innovative programs and activities for the benefit of our students and school family community.

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.