

# Toro Park School

22500 Portola Drive • Salinas CA, 93908 • (831) 484-9691 • Grades K-3

Carissa Edeza, Principal  
cedeza@washingtonusd.org  
www.washingtonusd.org

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Washington Union Elementary School District

43 San Benancio Road  
Salinas CA, 93908  
(831) 484-2166  
www.washingtonusd.org

#### District Governing Board

Kathy LaGrandeur  
Suzanne du Verrier  
Emily Hull-Parsons  
John Vorwerck  
Tom Mallett

#### District Administration

Dee Baker  
**Superintendent**  
Carissa Edeza  
**Principal, Special Education  
Director**  
Whitney Meyer  
**Principal, Curriculum Director**  
Gina Uccelli  
**Principal, Technology Director**

### School Description

#### Principal's Message

Toro Park Elementary School focuses on the unique social, emotional, and academic needs of students in grades K-3. The curriculum at each grade level includes reading, spelling, writing, mathematics, science, social studies, health, physical education, art, and music. The specific instruction at each level is based on the Common Core State Standards for that particular grade. Teachers plan learning activities that build on the interests, and extend the skills, of young learners. They use a variety of materials and creative teaching strategies to motivate the students, and to make learning fun and challenging. Field trips, guest speakers, and special assemblies are curriculum related, and help connect concepts learned in school to life outside the classroom.

The school serves approximately 390 students in kindergarten through third grades, with an average class size of 24 students. In addition Toro Park School provides a transitional kindergarten program, called KinderPlus, to serve children who need the gift of time that is essential to become more confident as they move to the next level of academic achievement. The KinderPlus program has a comprehensive curriculum that meets the needs of the child at a pace adapted to best suit their abilities. Skills are addressed in social development, attention and concentration, and academics. The Kinder Plus class functions as a true transition between the child centered curriculum of preschool and the academic expectations of elementary school. KinderPlus students must meet kindergarten age requirements or turn five years of age by December 1st. The expectation for students enrolled in the KinderPlus class is that students will attend a regular kindergarten class the following year.

Academic learning is the primary focus of school. Other areas, however, are also emphasized. Students at Toro Park learn the importance of getting along with peers, as well as learning appropriate social skills, practicing self-control and tolerance, working hard and feeling pride in a job well done, and developing civic responsibility. These are all important life lessons that are incorporated into the school experience and supported with the "Kelso's Choices" and "Character Counts!" programs adopted by the school site.

Each grade level receives additional instructional support from instructional assistants. Students from the Toro School for the Deaf and Hard of Hearing located on campus are integrated into the kindergarten, first, second and third grade classes with interpreters. Students with disabilities are included in grade level classes, with support provided by the Learning Center staff. Student's academic, social and emotional needs are provided within the general education classroom or in the Learning Center.

Students participate in the Art Docent Program, which is organized on a District level. Each class receives one art lesson and one picture of the month lecture each month, presented by parent volunteers. Each year student art is displayed at the Art Festival. Toro Park students participate in a Dance Festival each year organized by grade levels and each grade level has one performance during the year that incorporates singing, dancing, and/or drama.

Students are recognized for attendance and showing positive character traits.

The Toro Park School motto is "A Great Place to Start." The staff, students, and parents all work together to make that motto a true reflection of the school experience for each child.

#### District Mission Statement

- To create a friendly, dynamic learning environment;
- To promote excellence in student academic achievement

challenging the ability of each individual;

- To nurture positive personal, social and civic growth and responsibility; and
- To instill a lifelong love of 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 <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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	101
Grade 1	92
Grade 2	96
Grade 3	97
<b>Total Enrollment</b>	<b>386</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	7
Filipino	1
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0
White	61.9
Two or More Races	5.4
Socioeconomically Disadvantaged	6
English Learners	8.3
Students with Disabilities	6.2
Foster Youth	0

#### A. Conditions of Learning

##### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Toro Park School	14-15	15-16	16-17
With Full Credential	18	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Washington Union Elementary School District	14-15	15-16	16-17
With Full Credential	◆	◆	42
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Toro Park School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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.

#### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The District selects textbooks in a cooperative effort with the three schools in the District. During the year, a committee composed of teachers and an administrator, examines all the State-approved textbooks in a content area. The textbooks are evaluated on their alignment with the Common Core State Standards, their appropriateness for the District, their clarity, the teacher support materials, and their instructional appeal. Once the committee has made a recommendation, the District's Governing Board then reviews and takes action to approve the textbook.

Once the District adopts the textbook, each student receives a copy of the book. The District has affirmed that every student has access to their own textbooks and instructional materials for use in the classroom and to take home.

Textbooks and Instructional Materials Year and month in which data were collected: 08/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: McGraw-Hill, Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2008: Math, California HMH The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007: California Science, Macmillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2007: California Vistas, Macmillan/McGraw-Hill 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)

The first building at Toro Park School, the current Administration and Media Center Building, was constructed in 1974. Since then, the school has added a permanent kindergarten complex (in 1992), and three permanent buildings (in 2004) that each contain six classrooms.

The school facilities provide students with an updated, pleasant learning environment and classroom internet access. The entire school site is handicapped accessible. Located in a suburban setting, the school abuts the hills of the Fort Ord National Monument, which in the springtime provides a lovely green vista, often covered with grazing sheep. The school's library holds a collection of 10,000 books, or about 25 books for each student on campus. Proceeds from the school's Book Fairs are used to purchase books for the library. The computer lab is equipped with 25 computers, all connected to the internet, and each classroom teacher has a laptop computer. Each classroom has at least one computer connected to the internet.

A blacktop area with court games, a field area for ball sports, and a large play structure comprise Toro Park's play area. An additional play area specifically designed for 3-5 year olds was installed in November 2011. This playground is a joint effort with the Toro School for the Deaf and Hard of Hearing and Toro Park School to serve the needs of preschool and kindergarten students. The buildings and grounds are attractive, clean, and safe. The community Pony League Association maintains the fields. District maintenance personnel maintain the other school grounds and the playground. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The classrooms and restrooms are cleaned daily by the school custodial staff, which consists of one full time day custodian, one full time evening custodian, and one part time evening custodian. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The Washington Union School District's extended day care program, Time for Me, is a fee based daycare program that provides before and after school care for students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/13/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/13/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	Exemplary	Good	Fair	Poor
		X		

**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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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 for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	75	73	74	78	44	48
Math	83	79	60	68	34	36

\* 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

\* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	98	95	96.9	72.6
Male	3	60	59	98.3	71.2
Female	3	38	36	94.7	75.0
Asian	3	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	17	16	94.1	50.0
White	3	65	64	98.5	76.6
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
English Learners	3	--	--	--	--
Students with Disabilities	3	12	11	91.7	45.5
Foster Youth	3	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	98	95	96.9	79.0
Male	3	60	59	98.3	81.4
Female	3	38	36	94.7	75.0
Asian	3	--	--	--	--
Filipino	3	--	--	--	--
Hispanic or Latino	3	17	16	94.1	68.8
White	3	65	64	98.5	79.7

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
English Learners	3	--	--	--	--
Students with Disabilities	3	12	11	91.7	63.6
Foster Youth	3	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Toro Park School has a comprehensive volunteer program, which enables parents and community members to support the school in many ways. Volunteers help in the classrooms, library, and computer lab. They also prepare learning materials, chaperone field trips, plan celebrations and special events, share a special interest or hobby, or serve on various committees. Approximately 100 volunteers assist in the classrooms on a regular basis.

School Site Council (SSC) is composed of parents and school staff. The School Site Council meets monthly to monitor the implementation of the Single School Plan for Student Achievement and discuss issues pertinent to the school site and District such as LCAP implementation and the Strategic Plan.

Parents’ Club is a volunteer organization that works to provide funds for school activities. The club meets monthly and is composed of parents and a representative from the school. The Parents’ Club hosts the Harvest Carnival and other District events. The club also sells T-shirts and sweatshirts with the school’s logo; the proceeds from the sale are used to support school activities.

Washington Union Educational Foundation (WUEF) raises funds to support academic enrichment programs for the District. The WUEF Board is composed of parents within the District and holds two major fundraisers each year: the annual Fall Campaign, and the Dinner Dance and Auction. Last year, WUEF donations funded the art, music, and technology programs.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### School Safety Plan

Students attend school in a safe environment. The school maintains a closed campus, and students are carefully accounted for and checked in and out through the front office. The school maintains safety for students by having all visitors check in at the office. Gates are locked during the school day to keep unauthorized individuals from entering campus without first checking through the school’s office. Parent volunteers and other visitors wear identification tags, identifying them as visitors to the campus.

Students are supervised during lunch and recess times by school staff .

Staff members also monitor student behavior at arrival and departure times. Many procedures are implemented to ensure safety as students move from place to place on the school site. The students are also instructed in bus safety and participate in monthly classroom evacuation drills. Toro Park School’s Safety Plan was last reviewed and modified in January 2017 to reflect accurate descriptions of room evacuation routes, and individual responsibilities in times of emergency. The plan includes procedures for emergencies, ranging from an intruder on campus to an earthquake.

The school staff reviews the plan at the beginning of each year, and then practices emergency procedures with the students throughout the duration of the school year.

Several school staff, including the health aide, have received first aid training. Student emergencies are handled quickly and appropriately. Parents are contacted immediately and, if necessary, 911 is called.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.7	1.0	0.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	0.4
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0.0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	---

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	18	18	1	3	4	4	3	0			
1	23	25	23				4	3	4			
2	21	25	24				4	4	4			
3	26	20	24		3		4	1	4			
Other		25	27					1	1			

#### Professional Development provided for Teachers

The District devotes one-half day during every school year to teachers' professional development. In addition to 16 collaboration days, the District uses one minimum day for teacher collaboration and professional development. Three additional minimum days support teachers in report card completion. The District's Strategic Plan, current changes in State Standards and textbooks, teacher feedback about training needs, and local and State requirements govern the training content each year.

Teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments and which will enhance their instructional practices. Teachers are encouraged to enroll in college and university courses related to their assignment; completion of these courses entitles them to advance on the District's salary schedule. Teachers new to the profession participate in the Induction Program, designed to support new teachers through training and individual coaching.

In 2015-16, the District offered staff training in the following areas:

- \*Beginning Teacher Support workshops (County Induction Program)
- \*Training in the Common Core State Standards
- \*CAASPP Training
- \*Speaking and Listening Training
- \*Mandated Reporter Training
- \*Educational Technology
- \*Go Math
- \*Next Generation Science Standards
- \*Google Aps for Education and Google Classroom

In 2016-17, the District will offer staff training in the following areas:

- \*CAASPP Training
- \*Mandated Reporter Training
- \*Next Generation Science Standards
- \*Google Aps for Education and Google Classroom
- \*Pearson Ready Gen
- \*McGraw Hill Wonders
- \*Project Based Learning

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,330	\$41,085
Mid-Range Teacher Salary	\$61,111	\$59,415
Highest Teacher Salary	\$79,324	\$75,998
Average Principal Salary (ES)	\$97,628	\$100,438
Average Principal Salary (MS)	\$108,370	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$141,351	\$116,069
Percent of District Budget		
Teacher Salaries	37%	33%
Administrative Salaries	6%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Title 1: Students in grades K-3 are supported by these funds. Early intervention is provided to identified students by instructional assistants and certificated teachers.

Class Size Reduction (CSR): The District participates in the Class Size Reduction program for K-3 grade levels. Student enrollment in these classes is kept at an average maximum enrollment of 24 students.

Special Education: Students who have been identified as having a specific learning disability qualify for additional services through the District's Special Education Program. Special education students at each school receive services from a resource specialist, or a speech and language pathologist, in alignment with the goals and objectives on their Individualized Education Plan (IEP). Students with more severe disabilities receive services from the Monterey County Office of Education's Special Education program.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,700.67	\$715.52	\$5,985.15	\$59,217
District	♦	♦	\$6,423.26	\$65,650
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			-6.8	-9.8
Percent Difference: School Site/ State			5.4	-2.9

\* Cells with ♦ do not require data.

**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.