



# Sheridan Elementary School

4730 H Street • Sheridan, CA 95681 • 530-633-2591 • Grades K-5

John Kovach, Principal

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<http://ses.wpusd.k12.ca.us/>

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



### Western Placer Unified School District

600 6th Street  
Lincoln, CA 95648  
916-645-6350  
[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

#### District Governing Board

Paul Carras  
Brian Haley  
Kris Wyatt  
Damian Armitage  
Paul Long

#### District Administration

Scott Leaman  
Superintendent  
Kerry Callahan  
Assistant Superintendent,  
Educational Services  
Audrey Kilpatrick  
Assistant Superintendent, Business  
Gabe Simon  
Assistant Superintendent, Human  
Resources

### School Description

#### School Description:

Sheridan Elementary School serves kindergarten through fifth grade students and is located in the Western Placer Unified School District (WPUSD) between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 69 students. The ethnic makeup is as follows: Caucasian and Hispanic 86%, African American 3% and American Indian 1.0% with 10% who declined to state. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is John Kovach. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency shut-down drills. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by district staff. There are 53 students who attend the after-school program. This program provides students with enrichment opportunities in the area of homework, art, crafts, gardening and physical education. Our school safety plan is in place as well as our district crisis plan. Both plans are updated annually and work together to encompass the safety of all of our students, staff, parents and community.

Combination classes are in place. We have a kindergarten/first; second/third; and a fourth/fifth configuration.

As per the California Education Code, there are a required number of minutes per year for each grade level. The number of instructional minutes at Sheridan School is over 56,000, well over the required EdCode minutes. The percentage of students in the free and reduced lunch program is 71%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using EnVision Math, Reading Mastery, SIPPS and Read Naturally) parent volunteers, an emphasis on building good peer relationships and transitioning to middle school, hands-on science classes, music and visual and performing arts which include performances for the school community

## 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	7
Grade 1	13
Grade 2	9
Grade 3	11
Grade 4	13
Grade 5	14
<b>Total Enrollment</b>	<b>67</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	40.3
Native Hawaiian or Pacific Islander	0
White	56.7
Two or More Races	3
Socioeconomically Disadvantaged	67.2
English Learners	26.9
Students with Disabilities	3
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			
Sheridan Elementary School	14-15	15-16	16-17
With Full Credential	3	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Sheridan Elementary 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	99.0	1.0
Districtwide		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	99.0%	1.0%

\* 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)**

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	enVision Math California Common Core 2014 - Pearson <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	FOSS Science 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Scott Foresman: History Social Science for CA <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	N/A <b>Percent of students lacking their own assigned textbook:</b> N/A
Health	N/A <b>Percent of students lacking their own assigned textbook:</b> N/A
Visual and Performing Arts	N/A <b>Percent of students lacking their own assigned textbook:</b> N/A
Science Laboratory Equipment	N/A <b>Percent of students lacking their own assigned textbook:</b> N/A

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The campus and grounds are in good repair. Gutters and siding repaired in Fall 2015. Telephone system replaced Fall 2015. Minor maintenance noted below scheduled to be completed over the next twelve months.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/15/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
<b>Interior:</b> Interior Surfaces			X	Classroom 2: Chipped paint on baseboards, No fire extinguisher Kitchen: Floor damage, Cabinets do not close properly M.P. Room: Ceiling tile damaged entrance area, peeling paint various areas Portable classroom 10: Ceiling tiles damaged, Broken light diffuser, Low pressure to the drinking fountain Portable classroom 11: one damaged ceiling tile Portable classroom 5: Tear in vinyl wall cover, T-111 siding damage Portable classroom 8: Damaged ceiling tiles, Rot on ramp Portable classroom 9: T-111 damage, Rot on ramp, Damaged ceiling tiles Portable restrooms: Boys rust on stalls, Faucet loose on sink
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
<b>Electrical:</b> Electrical	X			Portable classroom 7: 2 light fixtures out, T-111 siding damage, Broken window
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Portable classroom 10: Ceiling tiles damaged, Broken light diffuser, Low pressure to the drinking fountain Portable restrooms: Boys rust on stalls, Faucet loose on sink Restrooms: Rust on stalls, chipped paint on exterior window frames
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Classroom 1: No fire extinguisher Classroom 2: Chipped paint on baseboards, No fire extinguisher

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 1/15/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Structural:</b> Structural Damage, Roofs		X			Office: cracks on stucco Playground: Exterior fencing damage, Asphalt damage on playground, Backstop damage on baseball field, Barbed portion of fence at top pointing up, Covered walkway in front of room 1 has dry rot and peeling paint. Portable classroom 5: Tear in vinyl wall cover, T-111 siding damage Portable classroom 7: 2 light fixtures out, T-111 siding damage, Broken window Portable classroom 8: Damaged ceiling tiles, Rot on ramp Portable classroom 9: T-111 damage, Rot on ramp, Damaged ceiling tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				X	Playground: Exterior fencing damage, Asphalt damage on playground, Backstop damage on baseball field, Barbed portion of fence at top pointing up, Covered walkway in front of room 1 has dry rot and peeling paint. Portable classroom 12: Sidewalk entering building has exposed rebar from damaged concrete Portable classroom 7: 2 light fixtures out, T-111 siding damage, Broken window Restrooms: Rust on stalls, chipped paint on exterior window frames
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	N/A
			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

\* 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.

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	53	53	54	68	67	62	60	56	54

\* 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.

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	33	31	48	53	44	48
Math	26	25	36	37	34	36

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	7.1	42.9	7.1

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	13	13	100.0	53.9

\* 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	11	11	100.0	18.2
	4	11	11	100.0	36.4
	5	14	14	100.0	35.7
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Black or African American	3	--	--	--	--

**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
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	27.3
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	36.4
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	11	11	100.0	18.2
	4	11	11	100.0	27.3
	5	14	14	100.0	28.6
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Black or African American	3	--	--	--	--

**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
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	27.3
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	27.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	4	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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)

We foster a strong belief that parents play a major role in our school community. Opportunities for involvement include: Parent-Teacher Club; School Site Council/ELAC; classroom volunteers; field trip volunteers; and fundraisers. We invite parent participation in events such as family movie night, fall fiesta, Spring Sing, trunk-or-treat, campus clean-ups, and others. We also have a parent liaison who holds weekly parenting classes with our EL parents to promote school involvement and parent education. Our students also benefit in a variety of ways from volunteers through the SCHOOLS program from Sun City. We welcome volunteers on our campus!

#### 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

District Crisis Response Support Team Plan  
 Western Placer Unified School District

2015 – 2016  
 COMPREHENSIVE SCHOOL SITE



SAFETY PLAN

CRISIS RESPONSE PLAN

For  
Western Placer Unified School District  
and  
Sheridan Elementary

Reviewed by Site Council  
(11/10/2015)

TEACHERS  
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
  - Attempt to keep the student calm
  - Provide first aid where necessary
  - (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
  - Place color card in the window
- Green = all safe  
Red = CRITICAL - need help - injury - missing student
- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

Many other plans are in place in the actual plan dealing with many possible emergency situations. Plan available upon request.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.2	4.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.7	3.2	2.8
Expulsions Rate	0.1	0.0	0.1
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	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

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	30	24	24				1	1	1			
3	30	26	26				1	1	1			
5	24	29	29				1	1	1			

## Professional Development provided for Teachers

Western Placer Unified School District provided three Staff Development Days each year. In addition, many opportunities are available for staff development credit both during the school day and after hours for Staff Development Buyback credit. With the addition of some new funds in the 2015-2016 as well as for the 2016-2017 school year for teacher and administrative improvement, many offerings are being provided in the following areas: Language arts, Mathematics, MTSS, PLC training, NGSS, ELD strategies training, GLAD training. TOSAs (Teacher On Special Assignments) are available to provide coaching after training as well as curricular support. This school year, Sheridan is specifically focusing on increasing the academic achievement of its English Learners and low income students; as well as increasing reading performance for all students. Data for reading goals is collected by staff through classroom assessments, Lexia reading growth and test scores, STAR reading tests. This data is used to guide decisions for the reading program. Teachers and support staff are supported through frequent meetings between staff and administration. One-on-one meetings between teacher and principal are held frequently for curricular, program and behavioral support.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,075	\$43,821
Mid-Range Teacher Salary	\$67,596	\$69,131
Highest Teacher Salary	\$88,889	\$89,259
Average Principal Salary (ES)	\$99,522	\$108,566
Average Principal Salary (MS)	\$102,954	\$115,375
Average Principal Salary (HS)	\$114,512	\$125,650
Superintendent Salary	\$179,791	\$198,772
Percent of District Budget		
Teacher Salaries	41%	37%
Administrative Salaries	5%	6%

\* 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/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10674	2861	7813	67122
District	◆	◆	6399	73186
State	◆	◆	\$5,677	\$71,517
Percent Difference: School Site/District			22.1	-8.3
Percent Difference: School Site/ State			37.6	-6.1

\* Cells with ◆ do not require data.

**Types of Services Funded**

Services funded through the site budgets include: Title I instructional aide, copying and printing costs, library books and materials, ESGI for Kindergarten assessments, Lexia Reading Program, PBIS school incentive and award programs, and the Renaissance Reading program.

**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.