



John J. Doyle Elementary School

1045 East Orange Avenue • Porterville, CA 93257 • (559) 782-7140 • Grades K-6

JR Ortiz, Principal

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<http://doyle.portervilleschools.org/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Porterville Unified School District

600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
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District Governing Board

Hayley Buettner

David DePaoli

Lilian Durbin

Sharon Gill

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

District Administration

Ken Gibbs, Ed.D.

Superintendent

Nate Nelson, Ed.D.

Assistant Superintendent

Business Services

Martha Stuemky, Ed.D.

Assistant Superintendent

Instructional Services

Andy Bukosky, Ed.D.

Assistant Superintendent

Human Resources

School Description

Principal's Message

Welcome to our John J. Doyle School Accountability Report Card. Here at Doyle our mission is to provide opportunities and experiences that will create successful students. You will discover that our entire staff is committed in providing a safe and nurturing environment that challenges our students to do their best and learn. We are dedicated in ensuring that all students are equipped with the 21st century skills and knowledge that are necessary to be successful now and in the future. Along with academic excellence, we believe it is equally important to develop and practice the six pillars of character: TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING, AND CITIZENSHIP. Parents, Staff, Students, Community, and Administrators all play a crucial role in the successful development of students. I look forward to working with all of you, as we make our students' education our highest priority.

School Mission Statement

John J. Doyle Elementary is a safe and respectful community of 21st century learners. We will provide outstanding learning experiences, both individually and collectively to prepare our students for college and career.

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

During the 2017-18 school year, 661 students were enrolled at the school. Student demographics are displayed in the chart.

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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 117 |
| Grade 1 | 102 |
| Grade 2 | 100 |
| Grade 3 | 95 |
| Grade 4 | 87 |
| Grade 5 | 93 |
| Grade 6 | 88 |
| Total Enrollment | 682 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0 |
| American Indian or Alaska Native | 0.4 |
| Asian | 1.2 |
| Filipino | 0.6 |
| Hispanic or Latino | 91.1 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 5.1 |
| Two or More Races | 1.2 |
| Socioeconomically Disadvantaged | 97.8 |
| English Learners | 61.3 |
| Students with Disabilities | 4.8 |
| Foster Youth | 1.5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|-------|-------|-------|
| John J. Doyle Elementary School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 30 | 28 | 29 |
| Without Full Credential | 0 | 2 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Porterville Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 585 |
| Without Full Credential | ♦ | ♦ | 59 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 19 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| John J. Doyle Elementary School | 15-16 | 16-17 | 17-18 |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Porterville Unified School District held a Public Hearing on August 24, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2017, regarding textbooks in use during the 2017-18 school year.

| Textbooks and Instructional Materials Year and month in which data were collected: August 2017 | |
|---|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | McGraw Hill Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Mathematics | McGraw Hill Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Science | Glencoe Adopted 2006 Harcourt Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| History-Social Science | Houghton Mifflin Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Foreign Language | Percent of students lacking their own assigned textbook: 0.0% |
| Health | Harcourt Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0% |
| Visual and Performing Arts | Percent of students lacking their own assigned textbook: 0.0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Doyle School, originally constructed in 1941, is currently comprised of 26 classrooms (including portables), a library, one computer lab, one staff lounge, a multi-purpose room, one large playground, a basketball court, the main office, and a Child Care Center.

The most recent renovations to the campus occurred 2008-09 and included a new building which houses six new classrooms, four student restrooms, and two staff bathrooms. Rooms 10, 11, and 12 were also renovated in 2008-09 to include new flooring and paint. In addition, Rooms 7, 8, and 9 were newly constructed Spring 2015. The chart displays the results of the most recent school facilities inspection, provided by the district in September 2015.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/28/2017

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|-------------|---|
| | Good | Fair | Poor | | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | X | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | X | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | 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

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 30 | 36 | 37 | 39 | 48 | 48 |
| Math | 22 | 29 | 21 | 23 | 36 | 37 |

* 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 Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 14 | 21 | 37 | 40 | 60 | 56 |

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 25 | 26 | 36.5 |

* 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 | 96 | 96 | 100.0 | 20.8 |
| Male | 49 | 49 | 100.0 | 18.4 |
| Female | 47 | 47 | 100.0 | 23.4 |
| Hispanic or Latino | 91 | 91 | 100.0 | 20.9 |
| Socioeconomically Disadvantaged | 92 | 92 | 100.0 | 19.6 |
| English Learners | 47 | 47 | 100.0 | 6.4 |
| Students Receiving Migrant Education Services | 24 | 24 | 100.0 | 20.8 |

* 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 2016-17 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 | 371 | 366 | 98.65 | 35.79 |
| Male | 184 | 180 | 97.83 | 28.33 |
| Female | 187 | 186 | 99.47 | 43.01 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 326 | 322 | 98.77 | 34.78 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 29 | 29 | 100 | 41.38 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 362 | 360 | 99.45 | 35.83 |
| English Learners | 254 | 250 | 98.43 | 32.4 |
| Students with Disabilities | 23 | 23 | 100 | 0 |
| Students Receiving Migrant Education Services | 66 | 66 | 100 | 37.88 |
| Foster Youth | -- | -- | -- | -- |

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 2016-17 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 | 372 | 372 | 100 | 29.3 |
| Male | 185 | 185 | 100 | 28.65 |
| Female | 187 | 187 | 100 | 29.95 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 327 | 327 | 100 | 29.36 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 29 | 29 | 100 | 41.38 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 363 | 363 | 100 | 29.48 |
| English Learners | 255 | 255 | 100 | 27.45 |
| Students with Disabilities | 23 | 23 | 100 | 4.35 |
| Students Receiving Migrant Education Services | 66 | 66 | 100 | 34.85 |
| Foster Youth | -- | -- | -- | -- |

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational programs at John J. Doyle Elementary. Parents are encouraged to attend our quarterly School Site Council, English Learner Advisory Committee, and Panther Talk meetings. Parent participation plays an active role through assistance of fundraising and special activities, including chaperoning field trips, school carnivals, school events, and volunteering in the classroom.

Contributions by the following community partners have added to the number of programs available at Doyle School: Porterville Education Foundation, Target Store, Wal-Mart Store and Distribution, Porterville Junior Fair Board, El Granito Foundation, Self-Help Federal Credit Union, Porterville High School, Granite Hills High School, and private individuals.

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7140.

State Priority: School Climate

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

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

School Safety Plan

The safety of students and staff is a priority of John J. Doyle Elementary School. Administrators and teachers supervise students on campus before school, after school, and during recess. All visitors must sign in at the office and receive proper authorization to be on campus, a visitor's badge must be displayed at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in spring 2015 by the Safety Committee. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills, and lockdown drills are conducted throughout the school year.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 1.96 | 1.46 |
| Expulsions Rate | 0 | 0 | 0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 5.91 | 5.62 | 5.42 |
| Expulsions Rate | 0.34 | 0.3 | 0.31 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.79 | 3.65 | 3.65 |
| Expulsions Rate | 0.09 | 0.09 | 0.09 |

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.

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2006-2007 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 16 |
| Percent of Schools Currently in Program Improvement | | 80 |

| Academic Counselors and Other Support Staff at this School | |
|--|---|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | |
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | 1 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist | 1 |
| Other | 6 |
| 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+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| K | 26 | 26 | 23 | | | | 5 | 5 | 5 | | | |
| 1 | 24 | 24 | 23 | | | 1 | 4 | 4 | 3 | | | |
| 2 | 23 | 23 | 23 | | | | 4 | 4 | 4 | | | |
| 3 | 25 | 25 | 23 | | | | 3 | 3 | 4 | | | |
| 4 | 32 | 32 | 30 | | | | 3 | 3 | 3 | | | |
| 5 | 30 | 30 | 32 | | | | 3 | 3 | 3 | | | |
| 6 | 31 | 31 | 32 | | | | 3 | 3 | 3 | | | |
| Other | 8 | 8 | 11 | 1 | 1 | 1 | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

The district has designated 7 early release days for professional development. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In addition, staff members are encouraged and supported to take additional workshops offered throughout the year to build their instructional capacity to increase student achievement. Finally, Porterville Unified School District has partnered with a professional consultant to assist with additional professional development.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$49,392 | \$48,522 |
| Mid-Range Teacher Salary | \$74,604 | \$75,065 |
| Highest Teacher Salary | \$90,811 | \$94,688 |
| Average Principal Salary (ES) | \$151,564 | \$119,876 |
| Average Principal Salary (MS) | \$153,951 | \$126,749 |
| Average Principal Salary (HS) | \$164,505 | \$135,830 |
| Superintendent Salary | \$226,527 | \$232,390 |
| Percent of District Budget | | |
| Teacher Salaries | 32% | 37% |
| Administrative Salaries | 4% | 5% |

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

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$5,949 | \$1,410 | \$4,539 | \$67,877 |
| District | ◆ | ◆ | \$6,336 | \$76,860 |
| State | ◆ | ◆ | \$6,574 | \$77,824 |
| Percent Difference: School Site/District | | | -28.4 | -3.5 |
| Percent Difference: School Site/ State | | | -3.2 | -2.1 |

* Cells with ◆ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency

Title VI, Indian, Native Hawaiian, and Alaska Native Education

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.