Murrieta Elementary School

24725 Adams Ave. • Murrieta, CA 92562 • (951) 696-1401 • Grades K-5
Rob Lurkins, Principal
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Murrieta Valley Unified School District
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District Governing Board

Ken Dickson

Robin Crist

Paul Diffley

Linda Lunn

Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

Murrieta Elementary School serves students in transitional kindergarten through grade five. The values and traditions of Murrieta Elementary focus on meeting the changing needs of our diverse student population.

Murrieta Elementary School is committed to providing each student with a high-quality education that reflects student achievement while emphasizing responsibility, life skills, and lifelong learning. We believe our primary purpose is to provide the opportunity for each student to learn to the best of his or her ability. Murrieta Elementary School was named a California Distinguished School Award in 2014. Our staff provides a caring and safe environment with strong, positive connections between students, staff and families. Consistent programs will provide depth in curriculum, using a wide variety of learning strategies to ensure success for all students.

We want to develop each student's skills to meet life's challenges with honesty, integrity, courage, and the desire to reach for intellectual and personal excellence for the betterment of the community, the nation, and the world. We invite parents and community members to join us as we continue to set high expectations and assist our students in "stalking success." Parents are considered to be an important part of the school experience. We value parents as participants. Parental support and enrichment help children view school as vital and relevant to their lives. Educating our youth must be a partnership. Together we can prepare today's students to succeed in tomorrow's world.

Robert Lurkins, Principal

Highlights & Achievements:

- In the third year of the California Assessment of Student Performance and Progress (CASSPP) testing, 54% of Murrieta Elementary School's 3rd-5th grade students met, or exceeded standards in English Language Arts and 48% of 3rd-5th grade students met, or exceeded standards in Math.
- Murrieta Elementary was selected by the Campaign for Business and Education Excellence as a 2015, 2016, and 2017 Honor Roll School for raising student achievement and closing achievement gaps.
- Our in-school interventions help our students improve their understanding of concepts and build skills they may be lacking.
- In addition to academics, we provide a variety of opportunities for children to participate in visual and performing arts through our Fine Arts Club, Choral Club, and fifth-grade band program. We also have our after school Discovery Programs where students are able to join Running, Ballet Folklorico, Stitching, Chess, Fine Arts, Geology, Ultimate Frisbee, J.A.B - Jaguars Against Bullying, as well as partnering with our community for a health and wellness program.
- Our students also participate in a Young Writer's Conference. During that week, our students participate in a variety of activities that inspire writing and reading. We also have an Imagination Machine assembly which features a theater group performing skits based on stories written by our students. We celebrate Read Across America in March in conjunction with Dr. Seuss Day and have many activities that help motivate children to read.

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	118
Grade 1	131
Grade 2	121
Grade 3	141
Grade 4	153
Grade 5	143
Total Enrollment	807

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0
Asian	2.1
Filipino	1.4
Hispanic or Latino	43.4
Native Hawaiian or Pacific Islander	1
White	42.1
Two or More Races	6.6
Socioeconomically Disadvantaged	42.6
English Learners	12.9
Students with Disabilities	11.2
Foster Youth	0.4

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			
Murrieta Elementary School	15-16	16-17	17-18
With Full Credential	34	35	36
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Murrieta Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Murrieta Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	1	1
Total Teacher Misassignments	0	0	1
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)

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 (Houghton Mifflin) Grades 4-5 Adopted in 2006 System 44 (Houghton Mifflin) Grades 3-5 Adopted in 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Go Math California (Houghton Mifflin) Grades K-5 Adopted in 2014 Math 180 (Scholastic) Adopted in 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Science (Macmillan) Grades K-5 Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Murrieta Elementary School opened in 1958 as the first school in what would later become the Murrieta Valley Unified School District. Over the years classrooms, offices, and a cafeteria were added. A comprehensive modernization program was completed in 2002. The school has 40 classrooms, a multipurpose room, a cafeteria, a library/computer lab, administrative offices, a staff lounge, and two play areas—one for kindergarten students and one for first through fifth graders. Childcare facilities for all grades are located on campus in a separate room.

We have ample space for the number of students enrolled at the school. At certain times during the school year the school may be at or near capacity. When that occurs, new students may be assigned to an overflow school in the district where classroom space exists. The district provides upkeep, maintenance, and cleaning. Schools and rest rooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff members pick up litter and maintain landscaping on a regular weekly schedule.

Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 23, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces			X	Minor repairs completed under work order system
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 23, 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.
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

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	77	66	71	66	56	54

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	12.9	20.9	53.2

* 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.

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	53	54	61	61	48	48
Math	42	47	46	46	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.

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	180	179	99.4	65.9
Male	81	80	98.8	65.0
Female	99	99	100.0	66.7
Hispanic or Latino	84	84	100.0	64.3
White	81	80	98.8	72.5
Socioeconomically Disadvantaged	74	73	98.7	54.8
English Learners	25	25	100.0	60.0
Students with Disabilities	16	15	93.8	26.7

* 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	441	439	99.55	53.76
Male	221	220	99.55	50.91
Female	220	219	99.55	56.62
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	187	187	100	45.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	191	98.96	62.3
Two or More Races	28	28	100	42.86
Socioeconomically Disadvantaged	181	181	100	43.09
English Learners	66	66	100	36.36
Students with Disabilities	52	52	100	17.31
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	441	439	99.55	47.38
Male	221	220	99.55	50.91
Female	220	219	99.55	43.84
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	187	187	100	37.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	191	98.96	57.59
Two or More Races	28	28	100	42.86
Socioeconomically Disadvantaged	181	181	100	37.57
English Learners	66	66	100	25.76
Students with Disabilities	52	52	100	21.15
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 are welcome at school, and the school staff sincerely appreciates their support and participation. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in October. We welcome and are grateful for parent volunteers in classrooms and all school events as well.

Parent and community involvement are encouraged through Parent Teacher Club (PTC) and the School Site Council (SSC) as well as an ELAC (English Language Advisory Committee). The PTC is actively involved in Red Ribbon Week, assemblies, book fairs, activities to enhance school and community spirit, as well as reward and incentive programs. The primary task of the SSC, which includes five parents and five staff members, is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program. This is accomplished through the development of the Single Plan for Student Success which provides on-going monitoring of all related budget expenditures. The SSC also reviews the implementation and effectiveness of the Single Plan for Student Achievement and the Parent Involvement Policy on an ongoing basis and makes modifications in the plans to reflect changing improvement needs and priorities.

Our fathers are invited to participate in our Watch DOGS program where they provide extra security, helping hands, and participate in all the great things that go on at our school everyday.

The contact person for parent involvement is our principal, Rob Lurkins. He can be reached at (951) 696-1401.

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

School safety is a high priority at Murrieta Elementary. Administrators and teachers monitor the campus, supervise the students, and ensure a safe learning environment. The district holds monthly safety meetings and our School Site Council (SSC) works on our safety plan throughout the year. We adopted a comprehensive School Safety Plan, which we review annually; our last review was in August 2016. The plan is presented to all staff and parents, and we hold numerous student assemblies to address safety issues. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency. School Resource Officers are available to respond to the school if necessary. We are a closed campus, and visitors and volunteers must report to the office for permission to be on campus. Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, or other illegal activities on campus. They also help us with discipline issues and help in the investigation of any incidents that occur on campus during the school day or after school hours, making our school safer and more secure. We utilize the Raptor Visitor Management System to monitor parent volunteers on campus to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

Murrieta Police Department officers teach the DARE curriculum to all fifth graders to give them the skills and confidence necessary to resist the use of alcohol, drugs, and gang involvement. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, we conduct evacuation drills regularly throughout the school year, and our school actively participates in the statewide Great Shakeout in October. After each drill, we assess effectiveness and implement new procedures as needed. In addition, our school has an Emergency and Disaster Preparedness Plan which specifies procedures for dealing with fire, flood, earthquakes, lockdowns, acts of violence, hazardous materials, disaster recovery organization, and student accountability following a disaster.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.5	0.4	0.6
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100

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)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0.0
Nurse	.25
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1.5
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+		
	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	30	26	29		1		4	3	4		1	
1	28	28	25				5	4	5			
2	32	27	23			1	4	5	4			
3	25	27	28				5	5	5			
4	32	30	32				4	4	4	1		
5	29	29	29		1	1	5	6	4			1
Other	11		13	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

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2016 – 2017 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,620	$47,808
Mid-Range Teacher Salary	$77,198	$73,555
Highest Teacher Salary	$108,426	$95,850
Average Principal Salary (ES)	$123,574	$120,448
Average Principal Salary (MS)	$129,634	$125,592
Average Principal Salary (HS)	$141,945	$138,175
Superintendent Salary	$216,161	$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
Administrative Salaries	5%	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	6226	1020	5206	90774
District	♦	♦	6761	$85,412
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District		-23.0		10.3
Percent Difference: School Site/ State		-8.3		19.7

* Cells with ♦ do not require data.

Types of Services Funded
The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides an elementary counselor to our school approximately two and a half days a week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

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.