



Norwalk High School

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Dr. Christina Stanley, Principal
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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

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Chris Pflanzler Board Vice President
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Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
John Lopez
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Norwalk High School! We are extremely proud of the work that our faculty and staff are doing to ensure that all students graduate ready for both college and careers. We are committed to providing with students with an educational experience that provides a rigorous curriculum rooted in the Common Core State Standards, instruction that is engaging and interactive, and personalized guidance and support. Our teachers have been working collaboratively to make sure that this school year will be one of the most successful ever.

One of our school's greatest strengths is our vast array of programs to meet the interests and needs of a diverse student body. We pride ourselves in offering a truly comprehensive high school program that encourages students to become involved in their school community. Our rich academic programs like AVID, small learning communities like the Medical Services Careers Academy, and CTE pathways like our Project Lead the Way-based Engineering, Biomedical, and Computer Science curricula allow students to see the relevance of what they are learning, and apply their skills to 21st century problems. Our variety of clubs and athletics offerings also give students a well-rounded high school experience that will provide memories they will never forget.

Finally, we believe very strongly that it takes a community effort to educate our students. Parents are our partners, and we encourage their involvement in everything we do. Through monthly parent meetings, a strong relationship with our PTSA, and other regular events, we encourage our parents to engage with our teachers and staff on a regular basis. I am also proud of our partnership with the City of Norwalk, which provides a tremendous amount of resources to support our students and their families.

I am confident that this school year will be the best in school history. The work that we are doing collaboratively with all stakeholders will ensure that Norwalk High School continues to rise for years to come.

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
Grade 9	558
Grade 10	557
Grade 11	460
Grade 12	427
Total Enrollment	2,002

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.2
Asian	2
Filipino	3.2
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0.4
White	3.7
Two or More Races	0.4
Socioeconomically Disadvantaged	85.5
English Learners	10.9
Students with Disabilities	9
Foster Youth	0.6

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			
Norwalk High School	14-15	15-16	16-17
With Full Credential	90	93	105
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Norwalk High 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	97.4	2.6
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
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)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 9-12 English-language Arts: Holt McDougal –Literature Language Arts, adopted 2003 and Common Core aligned Supplemental materials The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 9-12 Science: Holt McDougal – Earth Science, Pearson Prentice Hall – Biology, Pearson Prentice Hall – Chemistry, and Holt McDougal – Physics, all adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 9-12 Social Science: Holt McDougal – The Americas, Holt McDougal – Modern World History: Patterns of Interaction, Pearson Prentice Hall – Magruger’s American Government, and Holt McDougal – People, Places & Change Geography & Cultures, all adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Facts about our science labs, called for by the Williams legislation, are available in an online report. What you will find is whether we had sufficient lab equipment and materials for our science lab courses during the 2013–2014 school year. 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)

Overall Rating: 99.05% - Exemplary

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/22/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%
Interior: Interior Surfaces	X			97.83
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			96.74%
Electrical: Electrical	X			97.83
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100%
Safety: Fire Safety, Hazardous Materials	X			100%
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%
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

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	55	49	43	46	44	48
Math	20	18	25	29	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.

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	39	36	28	54	52	47	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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	25.5	15.4	14.5

* 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	539	520	96.5	28.5
Male	278	265	95.3	29.4
Female	261	255	97.7	27.5
Black or African American	20	19	95.0	21.1
Asian	16	16	100.0	56.3
Filipino	16	15	93.8	60.0
Hispanic or Latino	462	447	96.8	26.9
White	15	15	100.0	26.7
Socioeconomically Disadvantaged	465	450	96.8	26.9
English Learners	69	64	92.8	4.7
Students with Disabilities	56	54	96.4	14.8
Students Receiving Migrant Education Services	18	18	100.0	16.7

* 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 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	11	443	439	99.1	49.0
Male	11	215	214	99.5	42.1
Female	11	228	225	98.7	55.6
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	22	22	100.0	54.5
Hispanic or Latino	11	385	381	99.0	48.0
White	11	16	16	100.0	56.3
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	381	377	99.0	49.3
English Learners	11	31	30	96.8	10.0
Students with Disabilities	11	50	48	96.0	8.3
Students Receiving Migrant Education Services	11	13	13	100.0	38.5
Foster Youth	11	--	--	--	--

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	11	443	435	98.2	18.2
Male	11	215	212	98.6	17.5
Female	11	228	223	97.8	18.9
Black or African American	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	22	22	100.0	18.2
Hispanic or Latino	11	385	377	97.9	17.9
White	11	16	16	100.0	12.5
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	381	373	97.9	17.0

**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
English Learners	11	31	30	96.8	
Students with Disabilities	11	50	47	94.0	2.1
Students Receiving Migrant Education Services	11	13	13	100.0	7.7
Foster Youth	11	--	--	--	--

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)

A variety of committees rely on parent participation. Parents are encouraged to join our School Site Council (SSC), English Learners Advisory Committee (ELAC), and Parent, Teachers, and Students Association (PTSA). The SSC is a decision-making body that requires participation from all stakeholders. The ELAC supports both English Learners and their families. The PTSA provides support for many student activities, organizes teacher appreciation events, and awards scholarships to graduating seniors. Monthly parent meetings - Community of Lancers Achieving Student Success (CLASS) - are engaging ways for parents to learn more about what is happening around our school, to ask questions, and to identify ways to become more involved in their student's education. We also encourage parents to visit our website www.norwalklancers.org, to follow school Twitter feeds, and to read all newsletters, mailers, and other communications from the school. Parents can become involved in their children's schooling in a variety of ways: by attending a sporting event or a drama production or by joining a committee

Many sports teams have parent support groups clubs that raise money and organize events for the athletes. We ask that all parents stay involved in their student's school life throughout high school by attending Back-to-School Night in the fall and Open House in the spring

Parental involvement and support is vital to the success of our students. It is important that parents ask their students about the classes they are taking, keep up-to-date with their child's progress and meet with the counseling department to ensure the students are on track and making plans for post-secondary education

Our school website, www.norwalklancers.org, is updated weekly and can be used to contact teachers, counselors and administrators. Parents also utilize access to the Parent Portal and are able to view student grades and attendance through the Internet on PowerSchool, our student information system. Please visit our website regularly for updates and information on upcoming events.

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

Site administrators and school security officers ensure proper supervision of the campus and school events. We have a close partnership with Norwalk Public Safety and the local sheriff's department, which has helped to reduce graffiti and vandalism on campus.

Our proactive approach to conflict resolution has helped reduce violence on campus. Beginning in the 2007 - 2008 school year, the city of Norwalk and our district partnered to supply our school with a School Resource Officer. This sheriff's deputy is assigned specifically to Norwalk High and John Glenn High and helps maintain a safe environment for the staff and students.

We have a closed campus. All visitors must check in and receive a pass in the front office. Students leaving campus must check out through the attendance office. Only adults indicated on the student's emergency card are authorized to pick up students.

Our School Safety Plan is revised annually and approved by our School Site Council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We practice fire and earthquake drills three times a year and hold trainings for staff on emergency procedures. Following recent school tragedies, the LA County sheriff's department provided staff training and information on proper procedures in the event of a crisis on campus.

Our site administrators and security staff meet regularly with local law enforcement and district safety officers to remain current on new information and issues within the surrounding community. We feel that being proactive and prepared is the best way to prevent such tragedies from affecting our campus

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.5	2.9	4.2
Expulsions Rate	0.1	0.2	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	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	In PI	In PI
First Year of Program Improvement	2014-2015	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	88.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	6
Other	
Average Number of Students per Staff Member	
Academic Counselor	395

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			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
English	26	28	28	33	24	24	13	13	13	41	40	40
Mathematics	29	29	29	15	15	15	19	15	15	37	40	40
Science	31	29	29	8	11	11	14	17	17	31	29	29
Social Science	29	31	31	12	11	11	11	13	13	34	32	32

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Norwalk High School prides itself on the amount of professional development that it provides its teachers and staff, and has implemented a comprehensive approach through the development of its Single Plan for Student Achievement.

The key focus of the professional development plan is the improvement of instruction. Norwalk High School partners with our District's coaches to train teachers in Professional Learning Communities (PLC), Multi-Tiered Systems of Support (MTSS), Positive Behavior Support Systems (PBIS), the e2020 Learning Initiative, and Lesson Study.

Teachers in each department also receive support and resources to collaborate on a regular basis. Each team is responsible for working together to develop common assessments, lesson plans, assignments and projects. Teachers also use this time to compare performance data that is used to improve teaching and identify students for support. Teachers within Norwalk's Linked Learning pathways also collaborate frequently to support students who articulate through their programs.

The Norwalk-La Mirada Unified School District also supports Norwalk High School by providing a tremendous amount of professional development. Norwalk High has developed a Leadership Team that attends district trainings, and is responsible for bringing the information back to their colleagues. The district also provides teachers in each department training specific to their curricular and instructional needs on a regular basis.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	10,454.54	2953.90	7500.64	75,329.36
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			1.5	-6.1
Percent Difference: School Site/ State			32.1	1.5

* Cells with ♦ do not require data.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Norwalk High School	2011-12	2013-14	2014-15
Dropout Rate	3.20	2.00	3.10
Graduation Rate	95.06	96.52	95.84
Norwalk-La Mirada Unified School	2011-12	2013-14	2014-15
Dropout Rate	3.10	3.50	2.90
Graduation Rate	93.97	93.13	94.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1374
% of pupils completing a CTE program and earning a high school diploma	91.53%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.3
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	47.4

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	6	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	4	♦
Science	4	♦
Social Science	12	♦
All courses	30	.8

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	94	88	86
Black or African American	94	84	78
American Indian or Alaska Native	0	100	78
Asian	83	85	93
Filipino	100	98	93
Hispanic or Latino	94	88	83
Native Hawaiian/Pacific Islander	100	82	85
White	91	90	91
Two or More Races	100	88	89
Socioeconomically Disadvantaged	75	68	66
English Learners	38	42	54
Students with Disabilities	99	90	78

Career Technical Education Programs

Norwalk High Pathways feature Career Technical Education classes with capstone projects in the following areas: Engineering, Computer Science, Bio-Medical, Visual and Performing Arts, Fashion Design, Automotive, and Culinary.

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.