Dove Hill Elementary School

1460 Colt Way • San Jose CA, 95121 • (408) 270-4964 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Principal's Message

Dove Hill Elementary School is located at the base of the Evergreen foothills in southeast San Jose. Our school is a cohesive partnership of students, parents, educators, and community members. Dove Hill's school community takes pride in providing a quality standards-based Common Core education in a caring, supportive, and challenging academic environment. Students are encouraged to like and respect themselves and others, and to appreciate individual differences. We create a rigorous learning environment that promotes individual growth, responsibility, and success.

Dove Hill provides all students with a motivating environment in which to learn. Our teachers demonstrate a positive attitude toward their students and to their profession. We work hard to demonstrate growth each year and practice the best researched based strategies for our students to have access to the core curriculum and to thrive, both academically and socially.

School Mission Statement

At Dove Hill Elementary our mission is to provide a standards-based Common Core education that produces proficient, creative, and socially responsible students.

Community & School Profile

Evergreen School District, located in the city of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to over 1,000,000 residents.

Dove Hill Elementary School is located in the southwestern quadrant of the district's borders. In the 2017-2018 school year, Dove Hill School served 420 students.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Discipline & Climate for Learning

Students at Dove Hill Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The school philosophy of "Safety, Respect, & Responsibility" is posted in every classroom and throughout the campus. Students are taught to ignore bad behavior in their peers, walk away from negative influences, and tell an adult when they encounter difficult situations.
The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. In addition to Project Cornerstone, students are provided with opportunities to learn self empowerment through practice based assemblies with the support of Soul Shoppe. Most recently, Dove HIll has adopted and begun the implementation of Problems Based Intervention Strategies (PBIS). PBIS works simultaneously alongside Discipline with Dignity, Soul Shoppe and Project Cornerstone. Our focus remains safety, respect, and responsibility which is the basis for all of our school rules. Our mission as we begin the implementation of this national research based practice is to teach and reward good behavior with "Beary Good Choice" cards.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook.

Ongoing school-to-home communication is facilitated through web based weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, e-mails, student planners, policy folders, and the school website.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	73
Grade 1	55
Grade 2	59
Grade 3	61
Grade 4	61
Grade 5	64
Grade 6	75
Total Enrollment	448

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	35.0
Filipino	5.4
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	0.7
White	4.9
Socioeconomically Disadvantaged	65.6
English Learners	40.2
Students with Disabilities	9.2
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			
Dove Hill Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	18	18	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Evergreen Elementary School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	483
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Dove Hill Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

Evergreen School District held a Public Hearing on October 18, 2018, and determined that each school within the district has sufficient and good quality textbooks and instructional materials 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. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Adopted in April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Forseman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Forseman Adopted in 2006: (Grade 1-6): Houghton Mifflin **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0%
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)

Dove Hill Elementary School, originally constructed in 1988, is currently comprised of 24 permanent classrooms, 14 portable classrooms, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, a parent resource room, and two playgrounds. One is for our transitional kindergarten and kindergarten students. The other playground is for grades 1-6. Over the past few years, the school's blacktop and parking lot have been resurfaced, the kitchen walls have been re-paneled, cafeteria benches have been replaced, and all circuits, wiring, and Internet connections have been upgraded. In August of 2015, the roofs were updated and repaired. In August 2018, the staff restrooms were remodeled.

Cleaning Process:

Dove Hill Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Dove Hill Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	36.0	42.0	63.0	65.0	48.0	50.0
Math	39.0	40.0	60.0	61.0	37.0	38.0

Note: 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.

Note: ELA and 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.

	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**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	17.2	15.6	37.5

* 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.

School Year 2017-18 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	261	260	99.62	41.54
Male	144	143	99.31	35.66
Female	117	117	100.00	48.72
Black or African American	--	--	--	--
Asian	92	92	100.00	61.96
Filipino	16	16	100.00	56.25
Hispanic or Latino	111	110	99.10	24.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	33.33
Two or More Races	11	11	100.00	54.55
Socioeconomically Disadvantaged	176	176	100.00	36.93
English Learners	147	147	100.00	44.22
Students with Disabilities	31	31	100.00	9.68
Students Receiving Migrant Education Services	--	--	--	--
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 2017-18 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	262	261	99.62	40.23
Male	145	144	99.31	39.58
Female	117	117	100	41.03
Black or African American	--	--	--	--
Asian	92	92	100	60.87
Filipino	16	16	100	56.25
Hispanic or Latino	111	110	99.1	19.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	46.67
Two or More Races	11	11	100	54.55
Socioeconomically Disadvantaged	176	176	100	39.77
English Learners	147	147	100	45.58
Students with Disabilities	31	31	100	9.68
Students Receiving Migrant Education Services	--	--	--	--
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 school site

Opportunities for Parental Involvement (School Year 2018-19)
Parents and the community are very supportive of the educational program at Dove Hill Elementary. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in activities, and joining school committees and councils such as the Home & School Club, English Learner Advisory Committee, and School Site Council.

Parent workshops focus on literacy, math, science and technology. We also partner with Project Cornerstone and Soul Shoppe to discuss parenting skills and the building of developmental assets for our students. Skills taught at these workshops mirror the same practices that are practiced at school. Participating in the Sobrato Early Academic Language (SEAL) program, families are encouraged to participate in our Gallery Walks to celebrate student learning and achievement at the close of each of our thematic units in Social Studies and Science.

The school also receives support from numerous local businesses and community organizations. Support and donations from Evergreen Valley Church, Second Harvest, and YMCA have greatly added to the quality of instruction and overall school environment.

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 primary concern at Dove Hill Elementary School. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. Pick up and drop off is located outside the school. Students walk in to the school from their drop off if they do not take the school bus.

The School Site Safety Plan was last reviewed and updated in February, 2018 by the Emergency Response Team (ERT) and our Safety Council. Annually, the ERT and School Site Council will approve the plan by February 15, 2019. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:
- School rules & procedures Sexual harassment policy
- Current status of school crime Notification to teachers
- Child abuse reporting procedures School wide dress code
- Policies related to suspension/expulsion Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.0	0.2
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.5	0.4	0.7
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.05
Library Media Teacher (Librarian)	.03
Library Media Services Staff (Paraprofessional)	.69
Psychologist	.42
Social Worker	.11
Nurse	.17
Speech/Language/Hearing Specialist	.77
Resource Specialist (non-teaching)	1
Other	1
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	23	24	1	1		3	2	3			
1	25	25	25				2	2	2			
2	22	25	25	1			2	2	2			
3	21	25	25	1			2	3	3			
4	25	33	30				3		2		2	
5	25	33	28				3	1	2		1	
6	32	30	28				3	3	3			

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

Professional Development provided for Teachers

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Monthly, teachers participate in professional staff development that supports implementation of Common Core State Standards at site staff development days. At Dove Hill, our curricular program has added Sobrato Early Academic Language (SEAL) to it's instructional repertoire for students in grades TK-3. This dovetails nicely with the continued professional development and coaching to enhance our reading and writing program. Additionally, Dove Hill utilizes materials from Literature Connections and SNAP designed to enhance and improve the teaching of reading and writing with the support of individual and grade level coaching. As a staff, we are committed to the successful implementation of PBIS and continue to receive professional development for the continued successful implementation.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,731	$50,084
Mid-Range Teacher Salary	$90,182	$80,256
Highest Teacher Salary	$104,376	$100,154
Average Principal Salary (ES)	$138,740	$125,899
Average Principal Salary (MS)	$141,310	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$191,425	$222,447
Percent of District Budget		
Teacher Salaries	43.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,538	$307	$6,231	$107,128
District	◆	◆	$9,818	$95,035
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			-44.7	12.0
Percent Difference: School Site/ State			-13.4	27.9

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.