Weber Institute of Applied Sciences & Technology

302 West Weber Avenue • Stockton, CA 95203 • (209) 933-7330 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Stockton Unified School District

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District Governing Board

Cecilia Mendez

Andrea Burrise

Kathleen Garcia

Lange P. Luntao

Maria Mendez

Angela Phillips

Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent

Dr. Ward Andrus
Assistant Superintendent, Educational Services

School Description

MISSION:

The mission of Weber Institute is to develop students who are both college and career ready. We are dedicated to developing leaders who are prepared for the challenges of the 21st century, who think critically, who are dedicated to their communities and who are lifelong learners.

VISION:

Weber Institute of Applied Sciences and Technology is a model career technical educational institution emphasizing a rigorous and relevant curriculum. As a small learning community, Weber Institute will graduate 21st century thinkers who are prepared for a post-secondary education and apply their technical competencies in real world situations.

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**
Grade 9	103
Grade 10	121
Grade 11	104
Grade 12	82
Total Enrollment	410

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2
American Indian or Alaska Native	1
Asian	4.9
Filipino	1.7
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.2
White	3.7
Two or More Races	0
Socioeconomically Disadvantaged	84.6
English Learners	12.4
Students with Disabilities	4.6
Foster Youth	0

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			
Weber Institute of Applied Sciences &	**15-16**	**16-17**	**17-18**
With Full Credential	24	20	22
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	1	0
Stockton 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			
Weber Institute of Applied	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	1	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)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: July 12, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	9-12 Math, Algebra I, II & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 Calculus HM Adopted in 2006 PreCalculus Adopted in 2006 Statistics McDougal Adopted in 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	California Holt Earth Science Adopted in 2007 Biology Adopted in 2007 CK-12 Biology Adopted in 2016 Chemistry: Matter and Change Adopted in 2007 Physics: Principles and Problems Adopted in 2007 CK-12 Integrated Physical Science Adopted 2016 Health Glencoe Adopted in 2005 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials Year and month in which data were collected: July 12, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	World History: The Modern World Adopted in 2007 The American Vision: Modern Times Adopted in 2006 CK-12 US History Adopted 2016 Magruder's American Government Adopted in 2006 Economics: Principles in Action Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	French - Vista Learning Adopted in 2015 Spanish – Vista Learning Adopted in 2015 Chinese - Cheng-Tsui Co Adopted in 2009 **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)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation. We have two full-time custodians, one part-time custodian. and the facilities department to ensure continuous upkeep and maintenance. There was a recent, October 2016, suggestion that Weber's north parking lot be repaved and painted as it has some cracks and wear. The carpeting in the library, health classroom, and conference room are extremely worn and needs to be replaced.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/14/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			overall: broken thermostat im hallway by T-2,crack floor tile in café and through out site,camera broken in hallway by A-7,asphalt by dumpster area and fireroad in bad condition.
Interior: Interior Surfaces			X	A-1: walls need painting, internet outlet needs to be secured. A-7: missing baseboard,light covers need cleaning. M-1: carpet in bad condition, overall: broken thermostat im hallway by T-2,crack floor tile in café and through out site,camera broken in hallway by A-7,asphalt by dumpster area and fireroad in bad condition. SH-1: missing baseboard,walls need to be painted. T-1: missing ceiling tile,stained ceiling tile. T-4: carpet has lot of gum on it.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		A-1: walls need painting, internet outlet needs to be secured. overall: broken thermostat im hallway by T-2,crack floor tile in café and through out site,camera broken in hallway by A-7,asphalt by dumpster area and fireroad in bad condition.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			A-7: missing baseboard,light covers need cleaning.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Boys&Girls restrooms: repair ceiling that have leak girls restroom by M wing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			overall: broken thermostat im hallway by T-2,crack floor tile in café and through out site,camera broken in hallway by A-7,asphalt by dumpster area and fireroad in bad condition.

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	35	35	29	30	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.

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	41	49	25	26	48	48
Math	16	18	21	20	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	14.9	19.8	25.7

* 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	105	104	99.1	34.6
Male	46	46	100.0	41.3
Female	59	58	98.3	29.3
Hispanic or Latino	95	94	99.0	33.0
Socioeconomically Disadvantaged	71	70	98.6	34.3
English Learners	13	13	100.0	

* 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	99	99	100	49.49
Male	44	44	100	47.73
Female	55	55	100	50.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	91	91	100	48.35
White	--	--	--	--
Socioeconomically Disadvantaged	88	88	100	48.86
English Learners	19	19	100	5.26
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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	99	99	100	18.18
Male	44	44	100	22.73
Female	55	55	100	14.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	91	91	100	18.68
White	--	--	--	--
Socioeconomically Disadvantaged	88	88	100	17.05
English Learners	19	19	100	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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)

Weber Institute recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Weber offers several opportunities and programs to encourage parent involvement including School Site Council, Parent Coffee Hour each month and volunteer opportunities. The current contact for parent involvement is the principal, Dr. Johnson Leon, or counselor, Mrs. Pacheco.

English Language Learner instruction and support (ELD)

Parent Resource Center

Parent/Student conferences when possible

School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance

Monitoring completion of student homework

Monitoring and regulating television viewing, gaming and time spent online in social networks such as Facebook, Pinterest, and YouTube

Participating in the decision making process in school organizations and committees

Planning and participating in activities at home that support classroom learning

Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office.

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

Weber Institute places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive School Safety Plan, which is annually updated and approved by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. Every effort is made to ensure students are monitored while on campus throughout the school day. Security, teachers, site administrators and school staff provide supervision for students before and during school. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. Our school safety plan is revised on a yearly basis.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.5	1.1	0.7
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	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	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		50
Percent of Schools Currently in Program Improvement		86.2

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.20
Social Worker	0.25
Nurse	0.10
Speech/Language/Hearing Specialist	0.25
Resource Specialist	1.00
Other	0.00

Average Number of Students per Staff Member	
Academic Counselor	430

* 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* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 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
English	22	26	22	10	4	11	12	18	11			
Mathematics	24	25	24	6	4	4	11	13	12			
Science	26	24	23	4	5	4	8	10	10			
Social Science	22	24	22	6	6	5	8	7	9			

* 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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

The three Business Skills 1-2 teachers are collaborating to design similar lesson plans and assessments to meet the standards required to meet the industry certification tests in Microsoft Office. Teachers were provided collaboration time and guidance for one full day and a substitute was provided for each teacher.

All teachers are being asked to collaborate and integrate across the curriculum to better serve our students and make links between subjects.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,548	$47,808
Mid-Range Teacher Salary	$67,772	$73,555
Highest Teacher Salary	$85,377	$95,850
Average Principal Salary (ES)	$117,335	$120,448
Average Principal Salary (MS)		$125,592
Average Principal Salary (HS)	$124,976	$138,175
Superintendent Salary	$241,638	$264,457
Percent of District Budget		
Teacher Salaries	32%	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	8764.27	2151.64	6612.63	82073.31
District	♦	♦	7247.82	$68,852
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			-8.8	19.2
Percent Difference: School Site/ State			0.6	3.6

* Cells with ♦ do not require data.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

Title I Helping Disadvantaged Students Meet Standards

Title I Homeless

Title I Migrant Education

Title II Improving Teacher Quality

Title III Limited English Proficient Students

Beginning Teacher Support and Assessment (BTSA)

Extended Day Programs

English Language Acquisition Program (ELAP)

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Weber Institute of Applied Sciences &	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	7.3	6.3	2.2
Graduation Rate	90.63	90.48	97.78
Stockton Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	17.9	11.8	12.4
Graduation Rate	76.4	82.63	83.59
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	312
% of pupils completing a CTE program and earning a high school diploma	87%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	67%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	92.55
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	25.84

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	95.7	83.16	87.11
Black or African American	100	78.78	79.19
American Indian or Alaska Native	0	83.1	80.17
Asian	100	92	94.42
Filipino	100	89.17	93.76
Hispanic or Latino	96.3	82.17	84.58
Native Hawaiian/Pacific Islander	0	92.31	86.57
White	66.67	79.66	90.99
Two or More Races	0	77.78	90.59
Socioeconomically Disadvantaged	100	84.91	85.45
English Learners	72.73	63.37	55.44
Students with Disabilities	100	43.81	63.9
Foster Youth	0	73.68	68.19

Career Technical Education Programs

Weber Institute offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We have 580 enrollments with a population of 395 students in career technical education courses, meaning students are taking muliple CTE Course. Weber Institute and Stockton Unified School District continues to maintain a low teacher to student ratio. Weber Institute strives to provide quality Career and Technical Education instruction through numerous pathways that lead to college and career readiness. In addition to the academic and technical subjects that lead to a diploma, each career path has "articulated courses" that earn up to nine (9) college credits at Delta College. Furthermore, the technical courses at Weber lead to Industry Certification. In the Technology Academy, students may earn a certificate as an Adobe Certified Associate in various programs. Graduates of the Health Academy CNA program can become Certified Nursing Assistants. Students in the Transportation Academy can earn up to fourteen (14) Industry Certificates from AYES in systems ranging from brakes to engine performance and so on. This truly means that Weber graduates are College and Career Ready!

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.