

School Accountability Report Card

Reported for the 2011-12 School Year

Published During 2012-13



Oasis Community Day

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office.

I. School Information

Contact Information (2012-13 School Year)

This section provides the school's contact information.

School		District	
School Name	Oasis Community Day	District Name	Denair Unified School District
Street	3460 Lester Rd.	Phone Number	209-632-7514
City, State, Zip	Denair, CA, 95316-9502	Website	www.dusd.k12.ca.us
Phone Number	209-632-9911	Superintendent	Edward Parraz
Principal	Mr. Steve Doerksen, Principal	E-mail Address	eparraz@dusd.k12.ca.us
E-mail Address	sdoerksen@dusd.k12.ca.us	CDS Code	50710680108456

Principal's Message (2011-12 School Year)

This section provides information about the school, its programs and its goals.

The Mission of the Oasis Community High School is to provide a meaningful alternative within a comprehensive high school population for grades 9,10,11, and 12. The Community High School serves students who have been expelled or may be at risk of expulsion, referred by probation, referred by SARB, referred by the Student Success Team, or in need of credit recovery. The educational program will follow curriculum and standards that have been adopted by the Denair Unified School District. In addition to academic goals for each student, there is an emphasis in developing their resiliency skills. The Community High School provides individualized attention through smaller, more structured learning environments utilizing specific programs to address social, study, and communication skills. The Community High School places an emphasis on and integrates the Pillars of Character identified through Character Counts!

Parental Involvement (2011-12 School Year)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:	Steve Doerksen	Contact Person Phone Number:	209-632-9911
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Parents are encouraged to be parent volunteers in the classroom. The school is enriched further by the generous contributions made by the Denair Lions Club and the Denair Education Foundation.

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5	1	0	0	4	1	0	0	4	1	0	0
Mathematics	5	1	0	0	4	1	0	0	4	1	0	0
Science	5	1	0	0	4	1	0	0	4	1	0	0
Social Science	5	1	0	0	4	1	0	0	4	1	0	0

Student Enrollment by Grade Level (2011-12 School Year)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	1
Grade 3	0	Grade 10	4
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	5

Student Enrollment by Group (2011-12 School Year)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0%	White (not Hispanic)	20.0%
American Indian or Alaska Native	0.0%	Two or More Races	0.0%
Asian	0.0%	Socioeconomically Disadvantaged	20.0%

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Filipino	0.0%	English Learners	20.0%
Hispanic or Latino	80.0%	Students with Disabilities	20.0%
Native Hawaiian or Pacific Islander	0.0%	n/a	--

II. School Safety and Facilities

School Safety Plan (2011-12)

This section provides information about the school's comprehensive safety plan.

Date School Safety Plan last reviewed:	February 2012
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The safety of students and staff is a primary concern at Oasis Community High School. The school is always in compliance with all 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 and disaster drills are conducted on a regular basis throughout the school year. Daily monitoring of school grounds before, during, and after school is performed by assigned staff. All visitors must sign in at the school's main office before entering the campus.

The Comprehensive School Safety Plan was developed by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe entering to, and exiting from school, the sexual harassment policy, suspension and expulsion policies, and the dress code. The School Site Council evaluates the plan annually and updates the plan as needed. The plan is reviewed with school staff at the beginning of each school year. An updated copy of the plan is available to the public at the school office.

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspension Rate	60%	0.0%	25%	8.0%	5.0%	4.0%
Expulsion Rate	0.0%	0.0%	0%	2.0%	0.8%	0.3%

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Oasis Community High School is located in a classroom on the Denair High School Campus. The high school campus facilities were built in 1968 and include 22 classrooms, a staff lounge, and an administrative office. There is a gymnasium facility complete with cafeteria, weight, and drama rooms. There are two student social areas, a dining hall, a student store, and a computer lab. The newest building of the campus is a combination complex comprising the library, science and business classrooms, and two additional computer labs.

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Planned Improvements (2012-13 School Year)

Click here to enter text.

School Facility Good Repair Status (2012-13 School Year)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	X			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)		X		Some paint needed, holes in walls, tack board repair; repairs when funding is available.
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	X			
Electrical: Electrical Systems (interior and exterior)	X			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	X			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	X			
Structural: Structural Condition, Roofs		X		Some dry rot; repairs for summer 2012/13
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	X			

Overall Summary of School Facility Good Repair Status (2012-13 School Year)

	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary			X	
Date of inspection:	August 14, 2012			
Completion date of inspection form:	August 14, 2012			

III. Curriculum and Academics

Quality, Currency, and Availability of Textbooks and Instructional Materials (2012-13 School Year)

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This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Oasis Community High School follows the district's textbook adoption process and integrates appropriate textbooks when necessary, but the school also provides additional alternative materials to students to meet the needs of the home schooling process. The most recent textbooks as of October 2012 are illustrated in the chart.

Textbook and Instructional Materials List

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Scott Foreman (9-12)	2004
History-Social Science	Prentice Hall (10-11)	2007
	Prentice Hall (12)	2003,2007
Mathematics	Mc Dougal Little (9-12)	2004
	Prentice Hall (9-12)	2004
	Pearson (9-12)	2012
Health	Prentice Hall (9-12)	2004
Science	Holt Rinehart & Winston (10-12)	2006
	Prentice Hall (9-12)	2007
	Prentice Hall (9-12)	2005
	Prentice Hall (11-12)	2007

Availability of Textbooks and Instructional Materials

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This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (Grades 9-12)	0%

Textbook Information Collection Date:	September 2012
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Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	Yes

Textbook Insufficiency (if applicable)

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

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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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	0%	0%	0%	39%	42%	43%	52%	54%	56%
Mathematics	0%	0%	0%	35%	35%	33%	48%	50%	51%
Science	0%	0%	0%	41%	44%	41%	54%	57%	60%
Social Science	0%	0%	0%	24%	27%	25%	44%	48%	49%

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring at Proficient or Advanced Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	43%	33%	41%	25%
All Students at the School	0%	0%	0%	0%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White (not Hispanic)	0%	0%	0%	0%
Two or More Races				
Male	0%	0%	0%	0%
Female	0%	0%	0%	0%
Economically Disadvantaged	0%	0%	0%	0%
English Learners	0%	0%	0%	0%
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2011-12)

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The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – Three-Year Comparison

** In 2011, this school had fewer than 11 valid 2011 STAR test scores. No reliable API can be calculated with so few scores.*

This table displays by student group the actual API changes in points added or lost for the past three years.

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A

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Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, district, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School			1,097	730	4,664,264	788
Black or African American			4		313,201	710
American Indian or Alaska Native			6		31,606	742
Asian			8		404,670	905
Filipino			1		124,824	869
Hispanic or Latino			442	696	2,425,230	740
Native Hawaiian or Pacific Islander			0		26,563	775
White			601	757	1,221,860	853
Two or More Races			34	715	88,428	849
Socioeconomically Disadvantaged			473	676	2,779,680	737

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English Learners			266	657	1,530,297	716
Students with Disabilities			120	523	530,935	607

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2011-12 School Year)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

	School	District
Overall	Yes	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate – Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	N/A	Yes
Graduation Rate	N/A	No

Federal Intervention Program (2012-13 School Year)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	--	2

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Percent of Schools Currently in Program Improvement	--	25.0%
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IV. Teachers & Support Staff

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	1	1	1	101
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicators	School		
	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (2011-12 School Year)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	100%	0%

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High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Indicator	Professional Development Days		
	2009-10	2010-11	2011-12
Annual number of school days dedicated to staff development	2	2	2

Academic Counselors and Other Support Staff (2011-12 School Year)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	-	-
Counselor (Social /Behavioral or Career Development)	-	--
Library Media Teacher (Librarian)	-	--
Library Media Services Staff (paraprofessional)	-	--
Psychologist	-	--
Social Worker	-	--
Nurse	-	--
Speech/Language/Hearing Specialist	-	--
Resource Specialist (non-teaching)	-	--
Other	-	--

V. School Finances

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Expenditures Per Pupil and School Site Teacher Salaries (2010-11 Fiscal Year)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$20,520.44	--	\$20,520.44	\$28,050.00
District	--	--	\$5,865.64	\$62,489
State	--	--	\$5,455	\$57,948
Percent Difference – School and District	--	--	Click here to enter text.	Click here to enter text.
Percent Difference – School and State	--	--	Click here to enter text.	Click here to enter text.

Types of Services Funded (2011-12 Fiscal Year)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

* Federal, ESEA

- Class Size Reduction
- Federal, Interagency Contracts 21st Century
- Gifted & Talented Education
- Home-to-School Transportation
- Economic Impact Aid
- School and Library Improvement Program

* Pupil Retention Block Grant

- Educational Technology Assistance Grants
- Peer Assistance & Review
- Federal, Special Education, Entitlement per UDC
- Federal, Vocational & Applied Technology Education Act

Teacher and Administrative Salaries (2010-11 Fiscal Year)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average for Districts in the Same Category
Beginning Teacher Salary	\$34,120	\$38,099
Mid-Range Teacher Salary	\$57,783	\$55,582
Highest Teacher Salary	\$78,876	\$71,884

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Average Principal Salary (Elementary)	\$81,576	\$88,790
Average Principal Salary (Middle)	\$61,000	\$93,519
Average Principal Salary (High)	\$75,000	\$95,671
Superintendent Salary	\$117,500	\$115,401
Percent of Budget for Teacher Salaries	39.00%	34.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

VI. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.