



Upland Junior High School

444 E. 11th Street • Upland, CA 91786 • (909) 949-7810 • Grades 7-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Upland Unified School District

390 North Euclid Ave.
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www.uplandusd.org

District Governing Board

Jack Young, President
Linda Angona, Vice-President
Wes Fifield, Clerk
Robert Bennett, Member
Mary Locke, Member

District Administration

Nancy Kelly, Ed.D.
Superintendent
Shinay Bowman
**Assistant Superintendent,
Elementary Education**
Scott Sypkens
**Assistant Superintendent,
Secondary Education**
Harold Sullins
**Assistant Superintendent, Business
Services**
**Assistant Superintendent, Human
Resources**

School Description

Upland Junior High School is one of fourteen schools in the Upland Unified School District. Our school is located at the base of the San Gabriel Mountains in the south section of the City of Upland. Upland Junior High School can be found a few blocks from historic downtown Upland, among a mixture of historic single residential dwelling homes, apartments, town homes, condominiums, and commercial buildings.

Our student population consists of approximately 773 students in grades 7 and 8 and reflects the changing demographics of our community. We value the rich experiences and opportunities that our diversity offers as we learn, play, and work together.

Upland Junior High School has built a tradition of academic excellence and a strong commitment to helping every student meet his/her potential. The Upland Junior High staff believes that all children can learn, and to that end, our highly qualified professional staff strives to provide every student access to a rigorous, standards-based core curriculum. We also believe that it is never too early to start exposing students to the idea of attending college. Because of this, we became a California GEAR UP school in 2009. We remain committed to building a college going culture here at Upland Junior High, and this year we are proudly pledging that every single student at our school will have the opportunity to visit a college campus during the year.

In 2014, Upland Junior High implemented Advancement Via Individual Determination (AVID) in grade 7 and in 2015 we implemented AVID in grade 8 to continue exposing our students to a college culture and to help to equip them with organizational and study skills they will need to be successful in college. In 2016 we became an AVID certified school. We have also added the AVID Excel program in 7th and 8th grade, which supports our English Learners to reach English proficiency and prepares them to enter the AVID program at the high school. This year we will offer the PSAT 8/9 to all students, furthering our message that the path to college and career starts now.

We are extremely proud of our staff's hard work, our parents and community involvement, and of our students' academic success. In 2015, Upland Junior High was awarded the Gold Ribbon Award and the High Achieving Title One School Award by the State of California for our AVID and Gear Up Programs and our commitment to creating a college-going culture. This year, we will apply for the AVID Site of Distinction award in recognition of our commitment college going culture and instructional practices of writing, inquiry, collaboration, organization, and critical reading school-wide.

We we also recognized as a "Silver" level of implementation for our Positive Behavior Interventions and Supports (PBIS). Combined with our academic program, this makes up our Multi-tiered System of Supports (MTSS). Our daily focus is to ensure ALL students are supported to build the social and academic skills they need to achieve success.

The dedicated staff of Upland Junior High School is proud to be a professional learning community where we promote learning for all students and all students are connected to all staff members at school. We model a mindset of learning, growth, and perseverance through setbacks. We teach this to our students, and together we make continuous progress toward our ultimate mission: to ensure that all students learn the skills and behaviors to thrive in an every-changing world.

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
Grade 7	410
Grade 8	365
Total Enrollment	775

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	0.4
Asian	3.6
Filipino	1.8
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.5
White	11.1
Socioeconomically Disadvantaged	82.3
English Learners	14.3
Students with Disabilities	16.3
Foster Youth	0.1

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			
Upland Junior High School	16-17	17-18	18-19
With Full Credential	39	37	39
Without Full Credential	0	37	0
Teaching Outside Subject Area of Competence	0	0	0
Upland Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	495
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Upland Junior High 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)

Textbooks and Instructional Materials Year and month in which data were collected: 2017 August	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adoption Year: 2016 McGraw-Hill Study Sync 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Adoption Year: 2017 Houghton Mifflin - Go Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Adoption Year: 2007 Prentice Hall - California Science Explorer: Focus on Physical and Life Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Adoption Year: 2006 Holt, Rinehart and Winston - California Social Studies 7th grade: World History: Medieval to Early Modern Times 8th grade: United States History: Independence to 1914 Currently we are in the adoption process for next year. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Adoption Year: 2017 McGraw-Hill - Spanish I, II, III, IV - Asi Se Dice, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the site's repairs, maintenance projects, and work order requests are performed by district maintenance personnel. Emergency situations are immediately resolved by the district maintenance staff or outside contractors, based upon the nature of the problem.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2017		
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	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	30.0	30.0	50.0	53.0	48.0	50.0
Math	19.0	21.0	36.0	39.0	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
7	27.9	17.4	39.3

* 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	775	767	98.97	30.12
Male	397	392	98.74	26.53
Female	378	375	99.21	33.87
Black or African American	87	87	100.00	18.39
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100.00	62.96
Filipino	13	13	100.00	53.85
Hispanic or Latino	534	530	99.25	27.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	86	98.85	43.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	634	627	98.90	26.95
English Learners	212	212	100.00	22.64
Students with Disabilities	128	126	98.44	5.56
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	775	761	98.19	20.5
Male	397	389	97.98	21.34
Female	378	372	98.41	19.62
Black or African American	87	87	100	14.94
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	59.26
Filipino	13	13	100	38.46
Hispanic or Latino	534	525	98.31	17.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	85	97.7	32.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	634	622	98.11	18.81
English Learners	212	210	99.06	12.38
Students with Disabilities	128	124	96.88	2.42
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)

At Upland Junior High School, we recognize that education is a team effort. Our parents and community play an important role in helping our students succeed. We encourage and appreciate parental involvement and seek opportunities to engage their support through PTSA, Parent Institute for a Quality Education Classes, School Site Council and English Learner Advisory Community. This year we implemented the Watch D.O.G.S. (Dads of Great Students) program to get dads and father figures volunteering on campus throughout the school day.

Other opportunities for parent involvement include Back-to-School Night, College Night (which includes representatives from local businesses and colleges), and two different parent education series. Parents who have attended our PIQE and other parent classes have given feedback that they were able to forge close bonds while feeling more comfortable getting involved at school. We also hold "Coffee with the Principals" in conjunction with our PTSA.

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

Upland Junior High School is committed to the safety and security of our students, staff, and parents, and is proactive in preparation for a variety of emergency situations. The district office coordinates the development, annual review, and updating of the district-wide Comprehensive Safety Plan through a committee comprised of school representatives. Upland Junior High School's safety committee modifies the district plan and aligns procedures and routines for specific site needs. This plan is reviewed and adjustments are shared and implemented with all staff. This year we reviewed various aspects of the safety plan at three staff meetings from October-December. Staff had the opportunity to receive verbal direction, view instructional videos, and work in small groups to review responsibilities of various teams constituted by staff members.

The Comprehensive Plan addresses various emergency situations and outlines procedures, policies, and safety team responsibilities. We regularly practice safety drills and work actively to prevent unsafe situations. We have worked with Upland Police Department to complete a campus assessment and develop a contingency plan in the event of an active shooter situation. We have identified several off-site locations to be used as meeting points in the event of a campus evacuation. We have also scaling up our drills to incorporate scenarios where students may be at lunch or on the field during PE, including scenarios where students would have to meet at checkpoints outside of campus. We have added a yearly assembly in concert with Upland PD regarding active shooter protocols, including a follow up where Upland PD visited each class to discuss the role of teachers and students when in a classroom in the event of such an incident. Barricade protocols and "Run/Hide/Fight" have all been discussed.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	13.0	9.4	9.1
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	4.0	2.5	3.2
Expulsions Rate	0.0	0.0	0.1
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	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.9
Psychologist	1.0
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	0.1
Average Number of Students per Staff Member	
Academic Counselor	385

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	22.0	26.0	20	14	10	16	20	12	6	4	10
Mathematics	23.0	23.0	27.0	9	5	8	4	11	4	7		16
Science	30.0	26.0	27.0	5	8	6	5	14	14	16	7	8
Social Science	27.0	24.0	26.0	7	9	9	14	17	15	8	5	6

* 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

The primary areas for professional development involve the areas of co-teaching, math, reading, WICOR, and behavior intervention. These areas are identified as needs based on our ongoing reflection on discipline data, and our CAASPP and benchmark scores in math and ELA.

In math teachers are being trained in the administration of the iReady diagnostic, and subsequent follow up to provide students with the appropriate support lessons in iReady based on their needs. Teachers are also being trained in helping students track and evaluate their own data. Math is also being trained in DNA math, which focuses on standards for mathematical practices.

English and history teachers have all been trained in Achieve 3000, which involves a reading diagnostic for all students. These teachers are now using this program to supplement the adopted curriculum with nonfiction content provided at students' individual lexile level. Training for both of these programs is conducted by professional developers from iReady and Achieve, with classroom demonstrations included for the Achieve training. DNA math involves multiple sessions, with follow up coaching and support from our math TOSAs.

For training in co-teaching, teachers attend multiple sessions of GET/SET (general education teacher/special education teacher) training, where they work to build foundations of co-teaching, including working out specifics of instructional practice and lesson design. This training is necessary as all of our 7th grade special education students receive support within the general education classroom from co-teachers.

Finally, we continue the work of using the framework of MTSS (Multi-tiered Systems of Supports) to scale up our strengths and unify all of our school and district initiatives to further drive and support student achievement. We are focusing our school professional development on building our PBIS, and teaching practices to enhance writing, collaboration, inquiry, and critical reading (WICOR). These trainings are ongoing, as we continue to strengthen our protocols for gathering and analyzing data, and selecting best practices to address the academic and behavioral needs of our students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,245	\$49,512
Mid-Range Teacher Salary	\$76,465	\$77,880
Highest Teacher Salary	\$99,090	\$96,387
Average Principal Salary (ES)	\$118,953	\$123,139
Average Principal Salary (MS)	\$121,368	\$129,919
Average Principal Salary (HS)	\$142,693	\$140,111
Superintendent Salary	\$240,831	\$238,324
Percent of District Budget		
Teacher Salaries	39.0	36.0
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	10812	4295	6517	94826
District	◆	◆	6376	\$81,228
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			2.2	15.4
Percent Difference: School Site/ State			-8.9	17.4

* 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

Upland Junior High receives funding for regular and supplementary educational programs. The following special programs are offered at the school: English Language Learner Program, Achieve 3000 reading intervention program, iReady for reading and math, and AVID. These classes have a reduced number of students and focus on reading comprehension and close reading. Our Reading Intervention Program uses Achieve 3000, a program that provides a variety of nonfiction text and activities adapted to individual student reading levels. While the focus is on intervention, all students take a diagnostic test provided by Achieve 3000 in order to identify students' current Lexile level.

Our English Language Learner classes provide small group instruction in language acquisition to support academic progress. It is also through Title I funding that we have been able to provide regular opportunities for students to receive help after school from teachers and instructional aides. These homework clubs are available for special education students, English learners, and general education students.

In addition, we have 3 AVID Excel classes for English Learners, a program that addresses the literacy needs of long-term EL students with the goal of preparing them for AVID at the high school level. We also use Title I funds for three bilingual aides to provide support for English Learners. Finally, we use Title I resources to fund a consultant from Uplift Family Services, who provides feedback and assistance for teachers and students needing tier 2 interventions for behavioral support.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Upland Junior High School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Upland Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.6	5.1	5.1
Graduation Rate	91.9	94.0	92.4
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	10.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

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.