Rio Vista Middle School

6240 W. Palo Alto • Fresno, CA 93722 • (559) 276-3185 • Grades 7-8
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Central Unified School District
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District Governing Board

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Mr. Phillip Cervantes, Area 3

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Assistant Superintendent, Chief Business Officer

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Assistant Superintendent, Human Resources

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School Description

Rio Vista Middle School is committed to Simply Be the Best. Titans display teamwork, integrity, total commitment to all responsibilities, achievement, and offer no excuses. Together we will accomplish and achieve success.

The parents, students, faculty, and support staff at Rio Vista Middle School are committed to the pursuit of excellence in all curricular and co-curricular endeavors, and to finding the individual abilities and talents of each and every student while promoting self-esteem, character, cultural awareness, intellectual growth, and development of social skills necessary to succeed in today's society. At Rio Vista, we have dedicated ourselves to making this a positive learning environment. Positive energy radiates from the Rio Vista staff as we have established a climate that is unique to any other school around.

Our mission, vision, and motto is simple: put kids first and always remember to Simply be the Best! This motto validates and affirms that every student, parent, and staff member will succeed and flourish at Rio Vista. As Titans, we are dedicated to helping our students be the best by offering many opportunities to help them elevate their self-value, self-esteem, and ability to unlock their full potential. We, as a staff, believe that all students deserve the best, and we are devoted and committed to providing them every opportunity to succeed. The Rio Vista staff and students look forward to coming to work and school each and every day where the school spirit resonates, the staff empowers, and the students thrive. It is always a great day to be a Titan!

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 7	442
Grade 8	397
Total Enrollment	839

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.5
American Indian or Alaska Native	0.8
Asian	13.3
Filipino	1.5
Hispanic or Latino	46.2
Native Hawaiian or Pacific Islander	0.1
White	27.4
Two or More Races	2
Socioeconomically Disadvantaged	41.8
English Learners	3.2
Students with Disabilities	8.2
Foster Youth	0.5

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			
Rio Vista Middle School	15-16	16-17	17-18
With Full Credential	34	29	31
Without Full Credential	1	3	3
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	649
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Vista Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Amplify (Grades 7-8) Adopted 2016-17 ELD Middle School Hampton Brown Inside Language, Literature and Content Adopted 2010-11 Houghton Mifflin Access, 6-8 Adopted 2004-05 Pearson Unit Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Carnegie Learning - Integrated Math I Adopted 2015-2016 Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015 Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Holt - Physical Science (Grade 8) Adopted 2007-2008 Holt - Life Science (Grade 7) Adopted 2007-2008 Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05 Sexual Health Education, Supplementary Adopted 2016-17 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Holt, Rinehart & Winston: Medieval to Early Modern, (7) Adopted 2006-2007 Holt, Rinehart & Winston: Independence to 1914 (8) Adopted 20006-2007

<table>
<tr><td colspan="2" align="center">Textbooks and Instructional Materials
Year and month in which data were collected: September 2017</td></tr>
<tr><td align="center">Core Curriculum Area</td><td align="center">Textbooks and Instructional Materials/Year of Adoption</td></tr>
<tr><td></td><td>Houghton Mifflin Access History: Building Literacy Through Learning
Adopted 2004-05

The textbooks listed are from most recent adoption: Yes
Percent of students lacking their own assigned textbook: 0%</td></tr>
<tr><td>Foreign Language</td><td>EMC Paradigm- Accion (Adopted 05-06)
The textbooks listed are from most recent adoption: Yes
Percent of students lacking their own assigned textbook: 0%</td></tr>
</table>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rio Vista sits on 26.4 acres and 84,346 square feet. It contains 46 classrooms at 46,424 sq ft, and 18 restrooms at 2,754 sq ft. The oldest main building in 2001. Current enrollment is 790. Two portables were removed in 2013 and moved to Polk.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles have stains. Ceiling tiles are broken. Rubber molding is loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Electrical conduit cap is missing. One hand dryer has no power.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain mouth guard is broken.Cold faucet handle is broken.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

Table title: School Facility Good Repair Status (Most Recent Year) — Year and month in which data were collected: 06/13/2017

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	64	66	41	41	60	56

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.8	27.7	43.7

* 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.

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	50	47	39	40	48	48
Math	35	31	26	28	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.

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	422	384	91.0	65.6
Male	238	218	91.6	67.0
Female	184	166	90.2	63.9
Black or African American	39	31	79.5	64.5
Asian	50	45	90.0	73.3
Hispanic or Latino	202	193	95.5	61.1
White	112	99	88.4	72.7
Two or More Races	12	11	91.7	54.6
Socioeconomically Disadvantaged	195	175	89.7	56.6
Students with Disabilities	31	28	90.3	42.9

* 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	845	832	98.46	46.99
Male	420	410	97.62	36.52
Female	425	422	99.29	57.11
Black or African American	69	68	98.55	25
American Indian or Alaska Native	--	--	--	--
Asian	112	112	100	56.25
Filipino	13	13	100	53.85
Hispanic or Latino	392	384	97.96	41.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	233	229	98.28	57.64
Two or More Races	18	18	100	66.67
Socioeconomically Disadvantaged	325	317	97.54	36.08
English Learners	68	68	100	23.53
Students with Disabilities	74	71	95.95	11.43
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 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	845	830	98.22	30.6
Male	420	408	97.14	28.43
Female	425	422	99.29	32.7
Black or African American	69	65	94.2	9.23
American Indian or Alaska Native	--	--	--	--
Asian	112	112	100	35.71
Filipino	13	13	100	53.85
Hispanic or Latino	392	385	98.21	24.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	233	229	98.28	41.92
Two or More Races	18	18	100	50
Socioeconomically Disadvantaged	325	316	97.23	24.05
English Learners	68	68	100	13.24
Students with Disabilities	74	69	93.24	5.8
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
School-Parent Compact
Rio Vista Middle School jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
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Building Capacity for Involvement
Rio Vista Middle School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assist parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are provided with information at parent conferences. Assessments are reviewed, as well as the opportunities through the use of the Parent Portal, with parents at parent conferences and through course syllabi.
2. The Rio Vista Weekly Update is emailed each weekend and provides strategies and techniques that assist parents to improve their child's grades and test scores. There is also a printed quarterly newsletter sent home with students.
3. Educate staff in the value of parent contributions and how to work with parents as equal partners. Staff development meetings review needs as indicated by parents such as classroom and school expectations and how to help with homework.

4. Coordinate and integrate the parental involvement program with other programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. Through ELAC, SSC, and PTA meetings, parents are encouraged to attend as the general public to receive valuable data that will allow them to better understand how the education system works and to provide ideas and strategies to help their child succeed in school.

5. Distribute to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand if requested. Parents are informed of programs and meetings through their home language, such as Spanish, Hmong, or Punjabi if a request is made. This is done through both written means as well as through Connect Ed, a program that records telephone messages and automatically telephones parents informing them of upcoming events or important messages.

6. Provide support for parental involvement activities requested by parents. Through teacher contact with parents through the Parent Portal, the Rio Vista agenda and Progress Reports, parents are kept informed of student progress regarding grades on tests and weekly assignments. Parents can request meetings at any time with teachers and administrators for further ideas on student success.

Accessibility
Rio Vista Middle School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Rio Vista provides interpreters for any meeting at the request of parents. Parents are informed of programs and meetings through their home language, such as Spanish, Hmong, or Punjabi. This is done through both written means as well as through Blackboard Connect, a program that records telephone messages and automatically telephones parents informing them of upcoming events or important messages.

Parent Involvement Contact Person: Joe Bracamonte, jbracamonte@centralusd.k12.ca.us
Parent Involvement Phone Number: (559) 276-3185

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
This Emergency Response Plan/School Safety Plan is for Rio Vista Middle School and has been prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff. Cooperation with these agencies is essential in times of an emergency.

The plan is devoted to the welfare and safety of the students of Rio Vista Middle School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people.

Mission of the Rio Vista Safe School Plan: Proactivity, Preparedness, Prevention, and Planning.
The Central Unified School District recognizes the elements of the Standard Emergency Management System (SEMS) and the National Incident Management system as the only Emergency Management System to be implemented at a time of emergency. This plan establishes the basic elements of SEMS/NIMS and provides mechanisms for further development and refinement. Our plan integrates best practices that have proven effective over the years into a comprehensive framework for use by incident management organizations, including other schools and districts, in all hazardous conditions.

The Rio Vista Site Emergency Response Plan was reviewed and updated with existing staff members on October 26, 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	6.8	5.0	4.2
Expulsions Rate	0.7	0.2	0.5
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.6	7.4	5.4
Expulsions Rate	0.3	0.4	0.4
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	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	844

* 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)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	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	23	27	22	16	8	19	5	8	9	18	16	13
Mathematics	28	28	26	8	6	11	6	7	5	17	17	17
Science	32	27	30	3	4	4	4	2	4	19	21	19
Social Science	32	27	30	3	4	5	2	5	5	21	18	17

* 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 main focus of the ongoing professional development programs that were implemented throughout the 2017-2018 school year during our site-based Minimum Day Staff Development are:

- Professional Learning Communities
- Positive Based Interventions & Supports (PBIS) and our Fantastic Four behavioral expectations
- Student Engagement

Our goals are to develop and maintain strong department PLCs that use data to improve student learning, to implement common writing strategies and expectations in every classroom, and that all students at Rio Vista Middle School would advance one proficiency band on the math and ELA portions of the SBAC.

Rio Vista's Language Arts, Math, Science, and Social Studies Departments were given staff development time to analyze student data and to adjust their curriculum to better meet the needs of their students based on that analysis, using department PLCs protocols. Core departments utilized common assessments and uploaded test data into a software program called Illuminate that compiled data into usable reports. Data was then analyzed as departments identified gaps and re-teaching strategies are developed and deployed.

Professional Development occurs via workshops, department training, and individual mentoring/coaching. Every teacher receives instructional feedback via administrative observations and evaluations. In addition, a full-time literacy instructional coach is provided for all teachers three days per week and a district math and a district science coach work with the math and science teachers at least one week per month.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,046	$48,522
Mid-Range Teacher Salary	$63,583	$75,065
Highest Teacher Salary	$83,749	$94,688
Average Principal Salary (ES)	$99,912	$119,876
Average Principal Salary (MS)	$105,131	$126,749
Average Principal Salary (HS)	$113,096	$135,830
Superintendent Salary	$190,000	$232,390
Percent of District Budget		
Teacher Salaries	33%	37%
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	$4,723.52	$22.47	$4,701.05	$71,263.34
District	◆	◆	$7,671.24	$69,635
State	◆	◆	$6,574	$77,824
Percent Difference: School Site/District			-38.7	2.3
Percent Difference: School Site/ State			-28.5	-8.4

* Cells with ◆ do not require data.

Types of Services Funded

- Special Education students have designated curriculum support classes to support core instruction.
- Language! Live program for Reading Intervention and Amplify SDC English classes
- Teacher collaboration on Common Core Lesson design.
- MathiaX for Math Intervention and SDC Math classes
- ELA and Math after-school tutorial
- Instructional Coaches in Math, Science and ELA
- Professional Development training days for core instructional planning days
- Parenting Classes and Parent Nights on site

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.