



# Hanh Phan Tilley Elementary School

2280 North Valentine Avenue • Fresno, CA 93722 • 559-276-3100 • Grades K-6

Karen Davis, Principal

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



### Central Unified School District

4605 N Polk Avenue

Fresno, CA 93722

(559) 274-4700

[www.centralunified.org](http://www.centralunified.org)

### District Governing Board

Mr. Jason R. Paul, Area 1

Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

### District Administration

Andrew G. Alvarado

**Superintendent**

Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
Business Officer**

Mrs. Ketti Davis

**Assistant Superintendent,  
Educational Services**

Mr. Jack Kelejian

**Assistant Superintendent, Human  
Resources**

Mrs. Andrea Valadez

**Administer, Special Education &  
Support Services**

Mr. Eliseo Cuellar

**Administrator, Human Resources &  
C.W.A.**

Mr. Paul Birrell

**Director 7-12/Adult Education**

Dr. Tami Boatright

**Director K-8 Education**

### School Description

#### School Vision and Mission Statements:

Hanh Phan Tilley Elementary (Tilley) has a shared vision in building relationships with students, staff and community members to build human capacity and cultivate a culture of literacy through rigorous reading experiences. Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning. We will promote and create a challenging learning environment, encourage and set high expectations for success through developmentally appropriate instruction that encompasses Common Core State Standards (CCSS) and first best teaching practices. The development of a positive and supportive learning environment and promotion of positive character building is of utmost importance at Tilley. Every Student at Tilley will L.E.A.P. to success by Leading themselves, Engaging in their learning, Acting responsible and safe and Practicing positive behaviors and attitudes, which will enable them to be prepared for success in college, career and community in the 21st century. We are devoted to providing and implementing a socially and academically sound foundation for our students here at Tilley.

Tilley is a special and distinct site in Central Unified. Currently, the construction of the new site is underway and it is a daily celebration for the staff, students and community members. Tilley is distinct because of the inception of the name and the charismatic and continuously improving, positive culture that demonstrates how the organization truly works together to educate the whole child.

The guiding principles, goals and objectives of Tilley are aligned with the district:

#### **GUIDING PRINCIPLES**

Belief: Every student can learn.

Vision: Every student is prepared for success in college, career, and community.

Mission: Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning.

Core Values: Character, leadership, innovation, continuous improvement.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	91
Grade 1	69
Grade 2	66
Grade 3	79
Grade 4	35
Grade 5	59
Grade 6	43
<b>Total Enrollment</b>	<b>442</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.9
Asian	11.8
Filipino	0.7
Hispanic or Latino	70.1
Native Hawaiian or Pacific Islander	0.0
White	4.1
Socioeconomically Disadvantaged	91.0
English Learners	29.6
Students with Disabilities	7.7
Foster Youth	1.6

## 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			
Hanh Phan Tilley Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	15	17	20
<b>Without Full Credential</b>	1	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Central Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	727
<b>Without Full Credential</b>	♦	♦	20
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Hanh Phan Tilley Elementary	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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)**

Central Unified Schools maintain current and standards-aligned instructional materials. Materials are locally adopted and reflect programs currently approved by the State Board of Education. Every student, including English Learners, Special Education, and other special populations have their own textbooks.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Tilley Elementary is a temporary school with twenty portable classrooms, a portable cafeteria and portable office space. The portables currently sit on a portion of the school property where the permanent site will be built in the future. The current enrollment is 430 students with a capacity of 450 at the portable site. Once the permanent structure is completed the school will be able to house 850 students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<p>19: 4. BASE OF PARTITION WALL IS BROKEN/LOOSE. 11. AEROSOL SPRAY PAINT.</p> <p>2: 4. CEILING TILES HAVE HOLES.</p> <p>BOYS REST ROOM: 4. LINOLEUM IS PEELING AT URINALS. 9. ONE FAUCET HAS NO FLOW.</p> <p>GIRLS REST ROOM: 4. LINOLEUM IS LIFTING/SEPERATING AT THE SEAM. 9. ONE FAUCET HAS NOFLOW.</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 3/30/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT IS NOT FUNCTIONING PROPERLY. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
<b>Electrical:</b> Electrical	Good	18: 7. MULTIPLE LIGHT BULBS ARE OUT. 3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT IS NOT FUNCTIONING PROPERLY.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	BOYS REST ROOM: 4. LINOLEUM IS PEELING AT URINALS. 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 4. LINOLEUM IS LIFTING/SEPERATING AT THE SEAM. 9. ONE FAUCET HAS NOFLOW.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	19: 4. BASE OF PARTITION WALL IS BROKEN/LOOSE. 11. AEROSOL SPRAY PAINT. CUSTODIAN/ UTILITY (NEAR 2): 11. COMPRESSED GAS CYLINDER IS NOT SECURED. CUSTODIAN: 10. IMPROPERLY STORED FLAMABLE MATERIALS.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	31.0	31.0	40.0	44.0	48.0	50.0
Math	13.0	20.0	28.0	31.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.1	33.9	

\* 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
<b>All Students</b>	218	216	99.08	31.48
<b>Male</b>	112	111	99.11	28.83
<b>Female</b>	106	105	99.06	34.29
<b>Black or African American</b>	22	22	100.00	45.45
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	26	26	100.00	30.77
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	158	156	98.73	30.13
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	202	201	99.50	30.85
<b>English Learners</b>	77	75	97.40	22.67
<b>Students with Disabilities</b>	19	18	94.74	0.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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	218	217	99.54	20.37
Male	112	112	100	22.32
Female	106	105	99.06	18.27
Black or African American	22	22	100	18.18
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	34.62
Filipino	--	--	--	--
Hispanic or Latino	158	157	99.37	17.95
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	202	201	99.5	19
English Learners	77	76	98.7	19.74
Students with Disabilities	19	18	94.74	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities for parents and community members to be involved in Tilley Elementary. Parents and community members participate in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA). Other opportunities for involvement include: Parent Teacher Conferences, classroom volunteers, athletic coaching, Back to School Night, Open House, student performances, parent workshops, and various family events. Parents also serve on district committees including, the District English Learner Advisory Committee (DELAC), the District Advisory Committee (DAC), the Superintendent's Advisory Committee, etc. Communication regarding these opportunities is provided via weekly office updates, postings on the Tilley web site, notes and newsletters from classroom teachers, and weekly Blackboard Connect messages. Interpretation and translation services are provided.

Contact Person Name: Mrs. Karen Davis

Contact Person Phone Number: 559-276-3100

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The Site Emergency Response Plan (School Safety Plan) was developed and then approved in cooperation with state, county, city, and district civil emergency response staff by the School Site Council on October 9, 2018. The Site Emergency Response Plan was reviewed with the staff on November 14, 2018. At that time each staff member was given copies of the Emergency Management Organization Chart with a description of the specific roles and responsibilities for each position. The plan is to ensure that all students and staff are safe while on the campus of Tilley Elementary. Fire Drills are practiced monthly and Lock Down drills are practiced each semester. On November 14, 2018, the Tilley staff was trained by the Fresno Police Department with their "Run, Hide, Fight training". The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. Staff has been provided with two way radios and surveillance cameras have been installed at the site.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.5	3.1	3.3
Expulsions Rate	0.4	0.4	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
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	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0.11
Nurse	0.60
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	27	27				5	3	4			
1	25	27	26				4	2	2			
2	23	25	22				2	4	3			
3	21	28	26	1			1	1	3			
4	30	26	35				1	2				1
5	22	24	35	1			1	2				1
6	34	25	34					2		1		2

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



### Professional Development provided for Teachers

Tilley teachers in their first or second year of teaching are actively participating in the Beginning Teacher Induction program and have a mentor who meets regularly with the teacher. Induction program teachers are given the opportunity to observe exemplary teachers in the District as well as receive district training and attend professional workshops and seminars.

Professional development is an on-going process at Tilley; both for administrators and teachers. To create a culture where all students are actively engaged in their learning, most teachers have participated in Kagan Training. Several teachers also attended The Daily 5 training to learn specific classroom management strategies to be used during small group instruction.

Every other week, teachers participate in staff development after school. Professional learning content is designed based on reflective data analysis to determine the academic, behavioral, and social-emotional needs of students. Professional learning is delivered on site and at the District Office by site administration, the Instructional Support Coach, District Office support staff, and other educational professionals. Teachers are supported in training to practice by site administrators and the Instructional Support Coach. Site administrators conduct weekly informal drop-in observations and provide constructive feedback. The Instructional Support Coach provides demonstration lessons, co-planning/co-teaching of lessons, and targeted support based on need. Grade level teacher Professional Learning Communities (PLC's) meet at least twice weekly to analyze student learning, discuss specific literacy supports for students, and adjust classroom instruction.

The professional learning focus this year includes the following: Effective instructional planning and best teaching practices to implement integrated and designated English Language Development (ELD), providing quality guided reading and/or small group instruction in all classrooms, utilizing running records and other forms of assessment for progress monitoring, and strategies for intentional silent reading. Ongoing support and learning for how to address the social-emotional needs of students will continue as well.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	\$5,070.52	\$185.33	\$4,885.19	57,410.80
District	♦	♦	9,209.87	\$69,861
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District			-61.4	-19.6
Percent Difference: School Site/ State			-81.1	-32.5

\* 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

Academic intervention supports are provided for students identified through Fountas and Pinnell assessments, district benchmarks, and other school assessments in early fall before parent conferences. These identified students, including English Learners (EL), are provided strategic and intensive targeted intervention to increase their proficiency in literacy and math. Strategic and intensive students are provided small group support both inside and outside the classroom with a Reading Intervention teacher during the school day. Ongoing targeted support is also provided outside of the school day through after school tutoring. Teachers have been trained on how to use core materials for English Language Development (ELD) instruction. Time is allocated each day to provide small group language development support to EL students.

### 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.