



John Adams Elementary School

1822 National Avenue • Madera, CA 93637- 4344 • (559) 674-4631 • Grades K-6

Kevin Gregor, Principal

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<https://www.madera.k12.ca.us/adams>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Madera Unified School District

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District Administration

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Superintendent Blue Pyramid

Jesse Carrasco **Area Assistant**

Superintendent Purple Pyramid

Oracio Rodriguez **Area Assistant**

Superintendent Red Pyramid

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of
Accountability and Communications**

Dr. Rebecca Malmo **Executive Director
of Student and Family Support Services**

Principal's Message

The staff here at John Adams Elementary is a remarkably dedicated group of professionals that are working hard each and every day to support our All Stars in academics and social/emotional growth.

We are proud to continue the implementation of our school-wide PBIS and STAR Behavior Matrix programs to continue our progress in building character and socio/emotional wellness. Also, we will continue to grow our multi-tiered system of supports for academics in order to support the learning needs of all our students.

Alongside our staff, the passion and dedication of our Parent Club, School Site Council (SSC), English Language Advisory Council (ELAC) and community partners has continually been an integral part of our success here at John Adams Elementary.

There are several ways as parents you can stay up to date with the many activities at John Adams Elementary. Our school website is a great resource for information, as we do update it regularly. Also, please ensure that you listen to the weekly phone ConnectEd calls as they detail the events for the upcoming week. Further, many of our teachers will communicate with ClassDojo, which is an app that streamlines communication between teacher and parent. Lastly, please call the main office if you have any questions.

As your principal, it is important to me that John Adams Elementary maintains high expectations and a tradition of excellence that the community expects from our school that is rich in tradition. I hope your child has a terrific learning experience here at John Adams Elementary and I am very excited for the upcoming school year!

Thank you in advance for supporting your child's success at school and let's all have a wonderful school year!

Mission Statement

Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

Vision Statement

John Adams Elementary All Stars will be a dynamic exemplary 21st century learning community whose learners thrive and are prepared to excel in a complex, interconnected, changing world.

Mission Statement

John Adams Elementary School- transforming the lives of our learners by instilling 21st century skills and empowering all students to acquire the strategies, knowledge and core values necessary to achieve personal success and enrich their community.

School Profile

John Adams Elementary is one of 26 elementary, middle and comprehensive/alternative high schools in Madera Unified School District. For the 2018-19 CBEDS reports an enrollment of 820 TK-6th grade students at John Adams, with classes arranged on a traditional calendar

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	95
Grade 2	120
Grade 3	115
Grade 4	107
Grade 5	107
Grade 6	113
Total Enrollment	805

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	1
Asian	1.1
Hispanic or Latino	77.8
White	15.5
Two or More Races	1.9
Socioeconomically Disadvantaged	77.9
English Learners	9.8
Students with Disabilities	8.1
Foster Youth	0.4
Homeless	2.2

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 for John Adams	17-18	18-19	19-20
With Full Credential	30	29	29
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at John Adams Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 2019-20)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October, 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>K-1: Benchmark Education Company - Benchmark Advance: Step Up to Literacy</p> <p>2nd-6th: McGraw-Hill - California Wonders</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>6th: Big Ideas Learning - Big Ideas Math</p> <p>K-1: Houghton Mifflin/Harcourt - California Math in Focus: Singapore Math</p> <p>2nd-5th: McGraw-Hill - My Math</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>6th: Holt, Rinehart, & Winston - Holt California Earth Science</p> <p>K: Houghton Mifflin - Houghton Mifflin California Science</p> <p>1st-5th: MacMillan/ McGraw Hill - Macmillan/McGraw-Hill California Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>1st-3rd: Pearson - California History-Social Science: myWorld Interactive</p> <p>6th: Pearson - California History-Social Science: myWorld Interactive, Ancient Civilizations</p> <p>4th-5th: Teacher's Curriculum Institute - Social Studies Alive! California Series</p> <p>K: Teacher's Curriculum Institute - Social Studies Alive! California Series</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

John Adams Elementary School was originally constructed in 1952 and is comprised of 31 classrooms, cafeteria, band room, library, a reading lab, staff lounge and two playgrounds (Kindergarten and upper grades).

Cleaning Process

The principal works daily with the custodial staff of three full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2017-18 school year the district allocated \$30,467.00 for deferred maintenance program. This represents 0.0062% of the district's general fund budget.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good Poor	
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	35	41	33	35	50	50
Math	23	33	23	22	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.8	25.7	10.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	432	426	98.61	40.61
Male	217	215	99.08	35.81
Female	215	211	98.14	45.50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	340	334	98.24	39.22
White	67	67	100.00	43.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	334	328	98.20	36.89
English Learners	61	56	91.80	35.71
Students with Disabilities	39	39	100.00	23.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

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 2018-19 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	432	428	99.07	33.18
Male	217	216	99.54	33.33
Female	215	212	98.60	33.02
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	340	336	98.82	31.25
White	67	67	100.00	38.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	334	330	98.80	31.82
English Learners	61	58	95.08	32.76
Students with Disabilities	39	39	100.00	25.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	100.00	0.00

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 2019-20)

Parents are encouraged to be involved in their children's education at John Adams. We have an active Parent Club that helps support teachers and student projects and needs.

This year we have many parents, as well as community members, volunteer in our newly remodeled library. Our Parent Club has grown and increased their number of community activities and strengthened the school-to-home bond. The School Site Council (SSC), Parent Advisory Committee (PAC), and English Language Advisory Committee (ELAC) give parents another opportunity to monitor and offer suggestions to improve the instructional programs of the school.

This year our students participated in a district-wide Spelling Bee that provided parents with the opportunity to attend and motivate their children to connect to school. At the site level, all students were also encouraged to participate in a TK-6 Science Fair. This event culminated in a showcase that invited all parents to attend. On a yearly bases parents are invited to attend our Back to School Nights, Fall Carnival, quarterly parent conferences, and Open House Night. In the primary grades, parents come in and assist teachers in their classrooms. Our upper-grade students participate in districtwide athletics and it is a source of pride and community involvement. The games are well attended by our parents and several sports have coaches that are parent volunteers. These students also have the opportunity to participate in band, choir, and recorders. These performance arts classes hold winter and spring performances for our parents.

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 safety of students and staff is a primary concern of John Adams Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The School Site Safety plan was last reviewed and updated on February 1, 2019. All revisions were communicated to the both the classified and certificated staff. The school's site disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by certificated and classified staff. During lunch, administration and noon time aides help with supervision. Certificated and classified staff assist administration with supervision during break periods that include recess.

There is a designated area for student drop off and pick up. Visitors must report to the office prior to entering the school grounds. Once school is in session, the only entrance to the school left open is through the main office.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.2	3.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1006.3

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		6		21	5	1		25	1	5	
1	23		5		23		5		24		4	
2	28		4		23		5		24		5	
3	26		4		22		5		23		5	
4	35			3	26		4		27		4	
5	38			3	36			3	36			3
6	37			3	37			3	38			3
Other**	12	1										

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

John Adams' staff members build teaching skills and concepts by participating in selected conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues.

The SSC has approved all trainings and in-services. All trainings are aimed at supporting the goals outlined in the school site plan. Topics for staff development during the 2018-19 school year include: Common Core State Standards, Professional Learning Communities, Write from the Beginning, Kagan Strategies, and English Language Learner (ELL) learning objectives.

Each grade-level participated in Common Core Grade Level Steering Committee meetings. The intent of these were to provide grade levels with a focus time to share best practices. On a monthly basis site level grade level meetings are provided for site level PLC work. Grade levels are also provided with an additional meeting each month to further their PLC work through a grade level generated agenda. Bimonthly, staff members participate in site specific staff development focused on site specific initiatives. In addition, The District funds two teachers on special assignments (TSAs) that support staff development.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (ES)	\$121,113	\$126,896
Average Principal Salary (MS)	\$123,871	\$133,668
Average Principal Salary (HS)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$1,040	\$612	\$428	\$73,608
District	N/A	N/A	\$5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

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.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-170.3	
School Site/ State		

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

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

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.