



Independence High School

125 Berry Street • Roseville, CA. 95678 • (916) 786-0793 • Grades 9-12

Debra L. Latteri, Principal

dlatteri@rjuhsd.us

<http://ihs.rjuhsd.us/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Roseville Joint Union High School District

1750 Cirby Way
Roseville, CA, 95661
(916) 786-2051
www.rjuhsd.us

District Governing Board

Mrs. Paige K. Stauss, President
Mrs. Julie Hirota, Vice President
Mr. Andrew Tagg, Clerk
Mr. Gary T. Johnson, Member
Mr. Scott E. Huber, Member

District Administration

Mr. Ron Severson
Superintendent

Mr. Jess Borjon
**Assistant Superintendent, Curriculum
and Instruction**

Mrs. Judy Fischer
**Executive Director, Equity and
Intervention**

Mr. Mike Fischer
**Director of Academic Instruction and
Support**

Mr. Joe Landon
**Assistant Superintendent, Business
Services**

Mr. Stephen F. Williams
**Assistant Superintendent, Personnel
Services**

Mr. Brad Basham
Executive Director, Personnel Services

Mrs. Diana Christensen
Director of Classified Personnel

Mr. Craig Garabedian
Director of Special Education Services

Mr. Tony Ham
Director of Technology

Mr. Kris Knapp
Director of Maintenance & Operations

Mrs. Julie Guererro
Director of Transportation

Mr. Jay Brown
Director of Food Services

Mr. Scott Davis
Director of Facilities

School Description

Located in Roseville, California, Independence High School is one of eight schools in the Roseville Joint Union High School District. We are a fully accredited high school that uses independent study, small-group instruction, and online learning as its instructional delivery methods. We provide an alternative learning environment that is dedicated to supporting each student's academic and personal development.

Independence High School uses 21st Century instructional methods to provide a relevant and rigorous educational alternative for every student. We believe that every student can learn at high levels and reach his or her potential. Our mission is to empower every student to be an independent learner, a critical thinker, and an effective communicator who values learning as a lifelong process.

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 9	8
Grade 10	26
Grade 11	57
Grade 12	91
Total Enrollment	182

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	1.1
Asian	3.8
Filipino	0.5
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	1.1
White	63.7
Two or More Races	7.1
Socioeconomically Disadvantaged	22.5
English Learners	1.6
Students with Disabilities	0
Foster Youth	1.1

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			
Independence High School	15-16	16-17	17-18
With Full Credential	18	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Roseville Joint Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	466
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Independence High 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)

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts, Third, Fourth, Fifth, and Sixth Courses, 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Carnegie Integrated Math 1, 2013, Integrated Math 2, 2013, Integrated Math 3, 2013, Algebra 2, 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Biology, 2007, Earth Science 2003, Conceptual Physics, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	World History, 2007, U. S. History, 2008, Economics, 2003, Government, 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Realidades, 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Health, 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Guitar, online resources The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district governing board has adopted cleaning standards for custodial staff at all schools in the district. A summary of these standards are available at the district office for review. District maintenance staff ensures that the school is in good repair and that all work orders are completed in a timely manner. The work order process is used to ensure efficient services and that the highest priority is given to emergency repairs. The groundskeeper keeps the campus landscaping manicured and presentable, providing a positive learning environment that students and staff can take pride daily.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 04/26/2017				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Minor repair documented and work orders were made
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 04/26/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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	57	41	73	71	56	54

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.

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	52	57	75	77	48	48
Math	13	6	49	49	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	49	44	89.8	40.9
Male	15	13	86.7	38.5
Female	34	31	91.2	41.9
White	34	32	94.1	37.5
Socioeconomically Disadvantaged	19	18	94.7	38.9

* 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	86	77	89.53	57.14
Male	39	34	87.18	44.12
Female	47	43	91.49	67.44
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	11	84.62	63.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	57	91.94	56.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	16	80	62.5
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	86	77	89.53	6.49
Male	39	34	87.18	5.88
Female	47	43	91.49	6.98
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	11	84.62	27.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	57	91.94	3.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	16	80	6.25
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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)

Parents are invited and encouraged to participate on the School Site Council as an active member reviewing and giving advice on the vision, direction, and expenditures of the school. Additionally, through the School Site Council, parents can have input in the school's English Learner program and give advice and support for all struggling learners.

Parents are also welcome to participate on any of our WASC focus groups that review what, how, and through what methods courses are being taught at the school. For information about participating in any of these groups, contact the School Administrative Secretary at 786-0793.

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

Independence High School's School Safety Plan is reviewed with staff and the School Site Council on an annual basis. Portions of the safety plan are discussed with the staff at faculty meetings and the School Safety Plan is formally reviewed by the School Site Council by its October or November meeting every year. The current School Safety Plan was reviewed by the School Site Council on September 26, 2017. The School Safety Plan gives an overview of the action plans of responsibility and processes in the event of an emergency or disaster at the school. The public portion of the safety plan can be found on our school website.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.8	0.2	0.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.6	5.2	5.0
Expulsions Rate	0.0	0.1	0.1
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		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	.25
Average Number of Students per Staff Member	
Academic Counselor	184

* 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+		
	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	7	8	6	21	18	41						
Mathematics	23	19	13	4	4	12		1		2	1	2
Science	11	9	8	3	5	8			1			
Social Science	8	9	6	16	12	40						

* 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 Roseville Joint Union High School District utilizes and implements adopted California State Standards in all content areas. District and site leadership provide regularly scheduled (three full-days annually) professional development training focused on curriculum implementation, instructional strategies, and assessment alignment to the standards. Ongoing emphasis focuses on Essential Learning Outcomes for all courses and designing District Common Assessments in order to analyze results to determine best instructional practices and interventions to support student learning.

The district has recently taken on another professional development area that is a critical component to the learning process for students' social-emotional well-being. Research has shown providing students a positive, supportive and affirming learning environment increases student engagement. Especially so for students who have historically struggled in school. The Roseville Joint Union High School District is in the process of acquiring, developing and implementing Culturally Responsive Sustaining and Humanizing (CRSH) instructional approaches in the classroom. We believe implementing CRSH practices is imperative to closing the achievement gap in our district.

Addressing content area professional development needs varies by content area. A common theme of accelerating student achievement through technology is prevalent in all content areas. Educator Effectiveness Program grant funds have been expended on shared strategies in workshops, conferences, professional learning teams, and other forms of professional development as available from Professional Development Specialists, our math coach, our Instructional Technology Coordinator, and site leaders. This training occurs during school, after school, weekends, and during our 3 Professional Development Days.

New staff gain initial awareness of district professional development priorities each year through New Teacher Induction and site and district orientation. General staff professional development is guided by Content Teacher Leaders from each school site. PD efforts include administrative and peer-teacher coaching, tracking and reporting of student performance district and school-wide, as well as other specific professional development strategies that compliment college and career-readiness. These may include close reading, academic vocabulary and discourse, collaboration, argumentation, etc. For the most part, all teachers have vetted and revised Essential Learning Objectives across the district. Teachers have piloted instructional materials and assessments needed for full-implementation while preparing students for success on the Smarter Balanced Assessment (SBAC).

Independence High School administrator and teachers have participated in a number of professional development opportunities to increase and enhance the use of technology in the courses with visual appeal and ways to engage students in our curriculum, school safety training, best ways to meet EL students academic needs, social and emotional support for students, and content area trainings.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,871	\$50,221
Mid-Range Teacher Salary	\$75,081	\$83,072
Highest Teacher Salary	\$98,338	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$147,125	\$146,114
Superintendent Salary	\$215,642	\$226,121
Percent of District Budget		
Teacher Salaries	38%	34%
Administrative Salaries	6%	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	\$11,083	\$125	\$10,959	\$78,617
District	♦	♦	\$7,980	\$82,010
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			37.3	-4.1
Percent Difference: School Site/ State			66.7	-5.0

* Cells with ♦ do not require data.

Types of Services Funded

Independence High School uses independent study, small-group instruction, and online learning as its instructional delivery methods. This naturally affords individualized learning through which a student receives the time and support necessary to achieve mastery in the course learning targets. Additionally, Independence High School participates in the Credit Recovery and Grade Recovery programs through which students will master the essential learning targets of a course in which they weren't successful the first time they took the course. All of the delivery systems at Independence High School are tailored to the students' learning styles and academic needs.

State resources include the Local Control Funding Formula (LCFF) and the LCFF Supplemental Grant used to address the State Priorities for All Students as outlined in the LEA's Local Control Accountability Plan (LCAP). Federal categorical programs include Title I Part A, Title II Parts A and D, Title III Part A, Title IV Part A, and Title V Part A. We also have students who qualify for McKinney-Vento Homeless services.

The LCFF Supplemental grant assists district schools with providing many forms of student support. The district's LCAP plan focuses on four main areas: English Learners, College Readiness for All, Interventions for Struggling Learners and Districtwide Actions.

English Learners are provided support through teacher training, supplemental materials for their classes, additional staffing for English Language Development classes, and increased parent involvement through the use of translators and interpreters.

The College Readiness for All strand helps students access college and career readiness courses and to create equity opportunities for all students. Some of the tools and programs that have been implemented include Naviance, Equal Opportunity Schools Program, College Visits, PSAT for all 10th graders, and Credit/A-G Recovery.

The Intervention for Struggling Learners strand provides academic and social/emotional interventions and supports for all students. Programs to help support struggling learners include extended afterschool hours, additional transportation after hours, home visits, Social Work interns, and School Based Therapy interns.

Independence High School used site LCAP fund the availability of English and Social Science tutoring and the creation of a Geography elective designed in a way to offer intervention and additional materials to support struggling learners.

In addition, Districtwide activities include ensuring students and teachers are supported with the shift to Common Core State Standards in math and literacy, using technology as an accelerator for learning, and implementing Positive Behavior Intervention and Supports (PBIS) districtwide to help support multi-tiered systems of support.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Independence High School	2013-14	2014-15	2015-16
Dropout Rate	27	33.6	42
Graduation Rate	54.95	51.4	50.42
Roseville Joint Union High School	2013-14	2014-15	2015-16
Dropout Rate	3.1	3.5	4.4
Graduation Rate	93.69	93	92.63
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	26.09

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science	3	♦
All courses	5	3.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	77.53	92.21	87.11
Black or African American	100	89.53	79.19
American Indian or Alaska Native	0	83.33	80.17
Asian	100	97.46	94.42
Filipino	100	93.18	93.76
Hispanic or Latino	73.68	87.26	84.58
Native Hawaiian/Pacific Islander	0	93.75	86.57
White	78.95	93.17	90.99
Two or More Races	71.43	94.12	90.59
Socioeconomically Disadvantaged	83.33	91.8	85.45
English Learners	0	29.31	55.44
Students with Disabilities	100	37.41	63.9
Foster Youth	0	85.71	68.19

Career Technical Education Programs

Independence High School offers elective classes that focus on career preparation and student's lives post-high school, but, because we are a small school, we haven't offered specific CTE programs. We offer Adulthood 101, Computer Applications, Study Skills, and Psychology, all courses that will enhance students' ability to be prepared for a career after high school but, to date, we don't have a defined program of study. Students who are looking for a specific CTE program are encouraged to enroll concurrently in an ROP class.

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.