



Pittman Charter

701 East Park St. • Stockton, CA 95202 • (209) 933-7496 • Grades K-8

Emilio Junez, Principal

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<http://www.stocktonusd.net/Pittman>

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Eliseo Dávalos, Ph.D.
Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

School Description

Vision: Pittman Charter community prepares students to become academically successful, inquisitive life-long learners who continue to develop their individual and civic responsibilities toward global citizenship. Our mission is to prepare life-long learners for the 21st century by providing a comprehensive education. In addition to a curriculum of language arts, mathematics, and social studies, we included technology and the arts, inquiry-based hands-on science, and offer an option in Spanish Dual- Immersion. In a safe and inclusive environment, Pittman staff strives to develop creative and critical thinkers in strong partnership with our families and community.

Mission: Pittman Charter School's mission is to prepare life-long learners for the 21st century by providing a comprehensive education. In addition to a curriculum of language arts, mathematics, and social studies, we include technology and the arts, inquiry-based hands-on science, and offer an option in Spanish Dual-Immersion. In a safe and inclusive environment, Pittman Staff strives to develop creative and critical thinkers in strong partnership with our families and community.

Our schoolwide goals are:

- * Increase academic achievement for all students in math and language arts by at least 10%.
- * Ensure and promote a safe, caring and positive environment.
- * Students and parents will have a sense of pride and ownership of our school.

Our academic goal for this year is to improve reading and writing for all grade levels.

Emilio Junez, PRINCIPAL

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	94
Grade 1	82
Grade 2	79
Grade 3	86
Grade 4	80
Grade 5	55
Grade 6	83
Grade 7	57
Grade 8	53
Total Enrollment	669

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.6
Asian	5.4
Filipino	0.7
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0
White	4.8
Two or More Races	1.8
Socioeconomically Disadvantaged	84.8
English Learners	44.1
Students with Disabilities	5.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Pittman Charter	14-15	15-16	16-17
With Full Credential	24	24	26
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pittman Charter	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 16, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/1/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				boys and girls restroom: loose cover on fire sprinkler,carck on wall boys & girls restroom.
Interior: Interior Surfaces			X		b-4: broken floor tile by door. boys and girls restroom: kick in wall panel and missing cover on fire alarm.girls restroom leak on ceiling. boys and girls restroom: loose cover on fire sprinkler,carck on wall boys & girls restroom. d-6: stained ceiling tile. e-5: stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				c-13: missing outlet cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				multi purpose/ kitchen: crack on kitchen floor.
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	17	19	24	25	44	48
Math	17	13	18	21	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	23	30	19	31	29	30	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.2	17	
7	14.5	7.3	12.7

* 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.

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	104	103	99.0	19.4
Male	49	48	98.0	20.8
Female	55	55	100.0	18.2
Black or African American	11	11	100.0	9.1
Asian	14	14	100.0	28.6
Hispanic or Latino	75	75	100.0	20.0
Socioeconomically Disadvantaged	80	79	98.8	11.4
English Learners	42	42	100.0	4.8

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	79	79	100.0	13.9
	4	81	78	96.3	19.2
	5	54	52	96.3	15.4
	6	75	74	98.7	13.5
	7	55	53	96.4	32.1
	8	50	49	98.0	28.6
Male	3	34	34	100.0	11.8
	4	36	34	94.4	17.6
	5	30	28	93.3	7.1
	6	36	36	100.0	8.3
	7	31	31	100.0	16.1
	8	19	18	94.7	27.8
Female	3	45	45	100.0	15.6
	4	45	44	97.8	20.4
	5	24	24	100.0	25.0
	6	39	38	97.4	18.4
	7	24	22	91.7	54.5
	8	31	31	100.0	29.0
Hispanic or Latino	3	59	59	100.0	11.9
	4	63	60	95.2	16.7
	5	37	36	97.3	11.1
	6	60	59	98.3	11.9
	7	39	38	97.4	34.2
	8	38	37	97.4	32.4
Socioeconomically Disadvantaged	3	67	67	100.0	14.9
	4	64	62	96.9	16.1
	5	42	40	95.2	7.5
	6	56	55	98.2	9.1
	7	40	38	95.0	28.9
	8	38	37	97.4	18.9
English Learners	3	32	32	100.0	6.3
	4	29	28	96.5	
	5	24	23	95.8	4.3
	6	27	26	96.3	
	8	18	17	94.4	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	79	79	100.0	22.8
	4	81	80	98.8	18.8
	5	54	53	98.2	7.5
	6	75	75	100.0	6.7
	7	55	54	98.2	11.1
	8	55	54	98.2	11.1
Male	3	34	34	100.0	20.6
	4	36	35	97.2	22.9
	5	30	29	96.7	10.3
	6	36	36	100.0	5.6
	7	31	31	100.0	9.7
	8	31	31	100.0	9.7
Female	3	45	45	100.0	24.4
	4	45	45	100.0	15.6
	5	24	24	100.0	4.2
	6	39	39	100.0	7.7
	7	24	23	95.8	13.0
	8	24	23	95.8	13.0
Hispanic or Latino	3	59	59	100.0	15.3
	4	63	62	98.4	17.7
	5	37	37	100.0	5.4
	6	60	60	100.0	3.3
	7	39	39	100.0	10.3
	8	39	39	100.0	10.3
Socioeconomically Disadvantaged	3	67	67	100.0	22.4
	4	64	63	98.4	17.5
	5	42	41	97.6	4.9
	6	56	56	100.0	3.6
	7	40	39	97.5	10.3
	8	40	39	97.5	10.3
English Learners	3	32	32	100.0	15.6
	4	29	29	100.0	6.9
	5	24	24	100.0	
	6	27	27	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Our school recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

After School Programs

Counseling services

Valley Community Counseling Services 3 days a week

English Language Parent Involvement Committee (ELPIC)

Victor Community Support Services - School Based Wrap Program 5 days a week

Academic Parent Teacher Training (APTT)

Stockton Police Chaplaincy - 4 hours a week

English Language Learner instruction and support (ELD)

Family Health Centers and programs when and where available

Parent Coffee Hour and Parent Academy

Parent/Student conferences (once per year)

Parent Teacher Student Association (PTSA)

Spanish Dual Immersion K-6

Education Pre-school Program (ages 0-5)

School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance

Monitoring completion of student homework

Monitoring and regulating television viewing

Participating in the decision making process in school organizations and committees

Planning and participating in activities at home that support classroom learning

Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate are encouraged to contact the school's office.

State Priority: School Climate

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

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

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep-cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The Plan is communicated to both students and staff on a regular basis. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on campus on a regular basis. Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before, during, and after school. The playground is safe for all students. All gate entrances are locked during the school day to prevent unauthorized access. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	8.0	7.9	10.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		50
Percent of Schools Currently in Program Improvement		86.2

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.33
Social Worker	0.06
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0.80
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	25	24			0	3	3	4			0
1	27	24	27		1	0	3	4	3			0
2	26	25	26		1	0	2	4	3			0
3	28	31	28			0	3	2	2			0
4	27	33	28			0	3	1	2		1	0
5	34	21	31		2	0		1	1	1	2	0
6	32	21	30		1	0	1	2	2	1		0

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English		22	22		1	1						
Mathematics	26	35	35				1				1	1
Science												
Social Science												

* 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

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. They also examine the data during their collaboration time and teacher academic conferences. Here you'll see the amount of time each year we set aside for their continuing education and professional development. Professional development is critical to the success of our school. This summer thirteen teachers and administrators attended the Professional Learning Conference in Las Vegas. Teachers have been trained last year on the common core state standards through West Ed. This year we worked with the San Joaquin County Office of Education Multilingual Office on the teaching and learning cycle. Many teachers attended the ELD Institute this summer. There has been follow-up coaching with SJCOE to ensure that best practices have been implemented and teachers are teaching the common core to the best of their ability. In addition, almost all of our staff have had 6 days of Equity and Access training through University of the Pacific. There has also been the opportunity to have coaching to ensure that this program has been faithfully implemented. Twelve of our teachers at our site have been trained with GLAD - Guided Language Acquisition by Design. As a staff we have chosen six GLAD strategies schoolwide. Because of our dual immersion program and our high percentage of English Learners site wide we feel this program is critical to our success. We continue to review these strategies through our summer trainings and monthly staff meetings. Our dual immersion teachers have had the opportunity to go to either CABE - California Association of Bilingual Education or a Two-Way Conference devoted to the dual immersion program in the summer for 3 days. Teachers are supported through our instructional coach who is at our site five days a week. Our Leadership Team has also been trained by Solution Tree so that our Professional Learning Community work is faithful and effective and is moving our staff in the right direction. Also, AVID has been implemented beginning with 7th and 8th grades. Administration strives to get into at least five classrooms a day to give feedback to ensure that we are moving in a positive direction with the common core and other important initiatives. STMath and Imagine Learning have been fully implemented.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9499.91	9497.83	2.08	82739.08
District	◆	◆	6920.96	\$65,674
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			-100.0	7.0
Percent Difference: School Site/ State			16.8	-14.6

* Cells with ◆ do not require data.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (B TSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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.