Portola Hills Elementary School
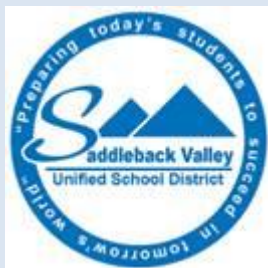
19422 Saddleback Ranch Road • Trabuco Canyon CA, 92679 • (949) 459-9370 • Grades K-6
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Saddleback Valley Unified School District
25631 Peter A. Hartman Way
Mission Viejo CA, 92691
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District Governing Board

Suzie Swartz

Ginny Faye Aitkens

Dolores Winchell

Dennis Walsh

Amanda Morrell

District Administration

Dr. Clint Harwick
Superintendent

Dr. Terry Stanfill
Assistant Superintendent, Human Resources

Geri Partida
Assistant Superintendent, Business

Laura Ott
Assistant Superintendent, Educational Services

Tammy Blakely
Assistant to the Superintendent/Director, Pupil Services

Dr. Rocky Murray
Director, Secondary Education

Dr. Terry Petersen
Director, Elementary Education

Dr. Diane Lohrman
Director, Special Education/SELPA

School Description

Portola Hills Elementary School is preparing students for their future. Our balanced programs build skills in critical thinking, problem solving, creativity, and collaboration. We provide students with the technical and communication skills and the positive values that will allow them to be productive and successful citizens. We challenge and empower our students to strive for excellence and to improve their own lives and the lives of others.

In order to attain these goals, we will provide instruction based on Common Core State Standards in all subjects. We also focus on technology and arts instruction. We are continuing our dance program for all students and we have many classrooms that are equipped with SMART Boards and have over 230 Chromebooks and over 50 iPads for student use. We will assess student progress regularly, using a variety of assessment tools. The Portola Hills staff is committed to providing an outstanding educational program that meets the individual needs of students.

Mr. Joe Ledoux, PHE 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 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 at (949) 459-9370 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	94
Grade 1	113
Grade 2	113
Grade 3	120
Grade 4	105
Grade 5	113
Grade 6	106
Total Enrollment	764

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	8
Filipino	1.8
Hispanic or Latino	15.6
White	63.7
Two or More Races	9.2
Socioeconomically Disadvantaged	5.6
English Learners	4.3
Students with Disabilities	14.9
Foster Youth	0.3

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			
Portola Hills Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	30	31	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saddleback Valley Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1195
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Portola Hills Elementary School	**13-14**	**14-15**	**15-16**
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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	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 2015-16)

We choose textbooks and instructional materials that are aligned to state-adopted content standards consistent with state-adopted curriculum framework content and cycles. This report includes a list of some of the textbooks and instructional materials we use at our school. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This report shows whether each student in each core course had sufficient textbooks or instructional materials that are consistent with the content and cycles of the state-adopted curriculum frameworks for those subjects.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	High Point Basics Student Book Adopted 2004 HM Reading: A Legacy of Literature Adopted 2004 Holt Literature and Language Arts Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Math Expressions by Houghton Mifflin Harcourt Adopted 2014 Go Math by Houghton Mifflin Harcourt Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Scott Foresman California Science K-5 Adopted 2008 Prentice Hall CA Science Explorer Focus/Earth Science Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Reflections by Harcourt Adopted 2007 World History, Ancient Civil./Holt, Rinehart & Winston Adopted 2007 **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 was built in 1992. Our permanent and portable structures are configured to provide traditional classroom settings. Three portables house childcare and preschool programs. A security alarm system and security cameras protect our school site. All playground equipment meets state safety codes. We regularly upgrade our facilities as needed and maintain our buildings and campus well. A new rest room for students and staff was built near the field. This not only provides for the needs of students and staff during the school day, but it also is used by community organizations after school and on weekends. Renovation of the field was completed in the 2011–2012 school year. Pending projects include purchasing and installing more SMART Boards in classrooms and razing and removing Building E.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10-27-15				
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			Stained/missing/broken ceiling tiles, to be replaced by custodian.
Electrical: Electrical	X			Burnt out light bulbs, to be replaced by custodian
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	73	61	44
Math	70	47	33

* 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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	84	95	90	81	80	79	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	16.80	31.00	38.10

* 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (grades 5, 8, and 10)
All Students in the LEA	79
All Student at the School	90
Male	93
Female	86
Asian	--
Filipino	--
Hispanic or Latino	81
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* 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 2014-15 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 Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	3	115	111	96.5	14	17	34	35
	4	104	103	99.0	10	25	32	33
	5	115	113	98.3	6	18	37	39
	6	99	98	99.0	3	16	45	36
Male	3	115	51	44.3	20	22	29	29
	4	104	42	40.4	7	36	29	29
	5	115	69	60.0	9	16	38	38
	6	99	42	42.4	5	14	52	29
Female	3	115	60	52.2	8	13	38	40
	4	104	61	58.7	11	18	34	36
	5	115	44	38.3	2	20	36	41
	6	99	56	56.6	2	18	39	41
Black or African American	3	115	1	0.9	--	--	--	--
	4	104	2	1.9	--	--	--	--
	6	99	1	1.0	--	--	--	--
Asian	3	115	12	10.4	17	8	33	42
	4	104	10	9.6	--	--	--	--
	5	115	7	6.1	--	--	--	--
	6	99	8	8.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3	115	2	1.7	--	--	--	--
	5	115	4	3.5	--	--	--	--
	6	99	1	1.0	--	--	--	--
Hispanic or Latino	3	115	14	12.2	21	21	29	29
	4	104	15	14.4	13	33	40	13
	5	115	18	15.7	11	22	33	33
	6	99	15	15.2	0	27	47	27
White	3	115	73	63.5	14	19	36	32
	4	104	67	64.4	9	24	25	42
	5	115	76	66.1	7	18	37	38
	6	99	66	66.7	5	14	47	35
Two or More Races	3	115	9	7.8	--	--	--	--
	4	104	8	7.7	--	--	--	--
	5	115	8	7.0	--	--	--	--
	6	99	7	7.1	--	--	--	--
Socioeconomically Disadvantaged	3	115	5	4.3	--	--	--	--
	4	104	7	6.7	--	--	--	--
	5	115	8	7.0	--	--	--	--
	6	99	2	2.0	--	--	--	--
Students with Disabilities	3	115	20	17.4	35	15	25	25
	4	104	16	15.4	31	13	19	38
	5	115	14	12.2	21	36	29	14
	6	99	16	16.2	19	19	38	25
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	115	111	96.5	5	17	46	32
	4	104	103	99.0	6	24	36	34
	5	115	113	98.3	12	30	30	27
	6	99	98	99.0	4	18	26	52
Male	3	115	51	44.3	4	16	49	31
	4	104	42	40.4	2	17	29	52
	5	115	69	60.0	9	28	26	38
	6	99	42	42.4	5	19	26	50
Female	3	115	60	52.2	7	18	43	32
	4	104	61	58.7	8	30	41	21
	5	115	44	38.3	18	34	36	11
	6	99	56	56.6	4	18	25	54
Black or African American	3	115	1	0.9	--	--	--	--
	4	104	2	1.9	--	--	--	--
	6	99	1	1.0	--	--	--	--
Asian	3	115	12	10.4	8	8	42	42
	4	104	10	9.6	--	--	--	--
	5	115	7	6.1	--	--	--	--
	6	99	8	8.1	--	--	--	--
Filipino	3	115	2	1.7	--	--	--	--
	5	115	4	3.5	--	--	--	--
	6	99	1	1.0	--	--	--	--
Hispanic or Latino	3	115	14	12.2	14	29	50	7
	4	104	15	14.4	0	47	33	20
	5	115	18	15.7	17	33	33	17
	6	99	15	15.2	7	27	20	47
White	3	115	73	63.5	3	19	45	33
	4	104	67	64.4	7	15	36	42
	5	115	76	66.1	14	28	26	32
	6	99	66	66.7	5	15	30	50
Two or More Races	3	115	9	7.8	--	--	--	--
	4	104	8	7.7	--	--	--	--
	5	115	8	7.0	--	--	--	--
	6	99	7	7.1	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
		Number of Students		Percent of Students			
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	115	5	4.3	--	--	--	--
	4	104	7	6.7	--	--	--	--
	5	115	8	7.0	--	--	--	--
	6	99	2	2.0	--	--	--	--
Students with Disabilities	3	115	20	17.4	15	35	25	25
	4	104	16	15.4	38	6	19	38
	5	115	14	12.2	43	21	21	14
	6	99	16	16.2	19	44	13	25
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

Note: Column headers in the percent section are Tested, Standard Not Met, Standard Nearly Met, Standard Met, Standard Exceeded.

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 students that did not receive a score; 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 students with 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
Portola Hills is fortunate to have strong community support. Our PTA sponsors fund-raisers to provide additional learning opportunities, including a resident artist in dance; the Art Masters program; additional classroom materials; computer software and hardware; and financial support for staff in the computer lab, and the health office. Equally valuable is the time our parents contribute as classroom volunteers and chaperones for field trips. Volunteers assist our teachers and staff to help enrich students' classroom experiences, and they support family- and school-related programs and special projects. The PTA also provides family fun nights on a regular basis. The contact person for parent involvement is Jill Nogle, and she can be contacted through the PTA website at: www.portolahillspta.org.

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
We review our School Safety Plan each year with staff, the PTA, and the SSC. The plan assesses the status of our environment, school rules, policies relating to suspension and expulsion, sexual harassment procedures, child-abuse reporting, and school disaster procedures. We practice monthly fire drills and twice yearly disaster and lock down drills. We have provided students and staff with an extensive store of emergency supplies and equipment as well as enough food and water to shelter students for up to 72 hours.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.38	0.75	0.13
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.89	1.89	1.70
Expulsions Rate	0.11	0.18	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		66.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	22	27	25	2	1	1	3	3	3			
1	30	29	27				3	3	4			
2	26	23	27		1		4	4	4			
3	31	26	29		1		3	4	4			
4	35	37	29				1		3	2	3	
5	35	28	31		1				4	3	3	
6	34	34	28			1	1			3	3	3
Other	30	12	12		1	1	1					

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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4625
Psychologist	.6
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1.6
Resource Specialist	0
Other	0
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.

Professional Development provided for Teachers

One teacher at each grade level participated in Arts Advantage, which provided three days of fine arts training. All teachers had the opportunity to receive training in using data to drive instruction. Teachers received several training sessions in using SMART Boards and related technology. All teachers were trained in English Language instructional techniques. Teachers meet regularly in grade-level teams to review student work, plan instruction, and review teaching strategies. Our focus areas are instruction, music, and technology.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$30,000	$43,165
Mid-Range Teacher Salary	$70,870	$68,574
Highest Teacher Salary	$95,849	$89,146
Average Principal Salary (ES)	$111,534	$111,129
Average Principal Salary (MS)	$120,491	$116,569
Average Principal Salary (HS)	$128,082	$127,448
Superintendent Salary	$279,692	$234,382
Percent of District Budget		
Teacher Salaries	45%	38%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	4141.31	61.72	$4,160	$85,191
District	♦	♦	4079.59	$78,959
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			2.0	10.0
Percent Difference: School Site/ State			-11.3	20.5

* Cells with ♦ do not require data.

Types of Services Funded

Saddleback Valley USD has identified Goals and Actions/Services to support students to be college and career ready and to demonstrate the 21st century skills of critical thinking, communication, collaboration, and creativity.

Goal 1- Improve literacy in all content areas.

Goal 2- Improve student proficiency in all subject areas: English/Language Arts, mathematics, social sciences, science, visual and performing arts, health, physical education, world languages, and career technical education.

Goal 3- Improve access to, enrollment in and completion of a rigorous course of study.

Goal 4- Increase student engagement and parent involvement.

The District has implemented the following Actions and Services to support each Goal identified above:

* Develop and implement school site literacy goals for all students and specific goals for students in significant subgroups.

* Expand literacy intervention programs including prevention and early systematic intervention, appropriate materials, professional development and extended learning time options; provide focused support for students in grades 4-12 at the Intermediate Level of Proficiency at all school sites.

* Provide appropriate, current instructional materials.

* Provide staffing to support classrooms with Literacy Coaches/Academic Coach and ELD Coach.

* Support continued implementation of strategies for Designated and Integrated ELD.

* Expand intervention programs for at-risk students to prepare them for "a-g" courses.

* Expand Advancement Via Individual Determination (AVID).

* Increase the number of "a-g" approved courses and Advanced Placement/International Baccalaureate courses.

* Expand Counseling Services.

* Provide parent education regarding course pathways, graduation requirements, post-secondary opportunities, current academic standards; support parent participation and involvement in parent and advisory groups.

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, the county, and the state. 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.