



# Loma Vista Elementary School

13463 Meyer Road • Whittier, CA 90605 • (562) 941-4712 • Grades K-6

Kristine Carreon, Principal

kcarreon@swhittier.net

<http://lomavista.swhittier.k12.ca.us/>

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



### South Whittier School District

10001 Telechron Avenue  
Whittier, CA 90605  
(562) 944-6231

<http://www.swhittier.k12.ca.us>

#### District Governing Board

Jan Braid, President

Deborah Pacheco, Vice President

Elias Alvarado, Clerk

Sylvia Macias, Member

Francisco Javi Santana, Member

#### District Administration

Dr. Gary Gonzales  
Superintendent

Martha Mestanza-Rojas  
Associate Superintendent,  
Educational Services

Mark Keriakous  
Associate Superintendent, Business  
Services

Marti Ayala  
Director, Human Resources

Kate Smith  
Director, Special Education &  
Student Services

Stacy Ayers-Escarcega  
Director, Assessment,  
Accountability & Parent  
Engagement

### Principal's Message

Loma Vista is one of six elementary schools in the South Whittier Elementary School District. We are located in South Whittier, a dynamic community of economic and social diversity. Loma Vista is a Transitional Kindergarten through Sixth Grade elementary school. Average enrollment is approximately 510 students made up of 96% Hispanic students. We have 19 regular education classrooms and one Special Day Class. We also provide additional educational service by staffing one resource specialist, one speech therapist, a physical education teacher, and a part time psychologist. We have several instructional aides and a full time librarian as well. Think Together also serves about 100 students after school and works closely with the staff to meet the needs of all students. Academically, we provide whole group instruction with research based student engagement strategies and GLAD strategies throughout the curricular day. We also provide small group instruction and an RTI intervention model for students who may need additional support. Our mission is to ensure that all students have the academic skills and character traits that are necessary to be successful adults. We work on building our Loma Vista PAWS- punctual and prepared, act respectfully, work hard and stay safe students. Parents and the community are vital to the school's success. As such, parents are highly encouraged to attend Coffee with the Principal, Parent Teacher Association meetings, School Site Council meetings, parent education classes, school events, and to volunteer in their student's classroom. Several annual events are held to promote school and home partnerships. These events include Fall Festival, Holiday Performances, Muffins with Moms, Donuts with Dads Movie, Mondays and Science night.

### Mission and Goals

Loma Vista's mission is to provide (1) all students with a high quality instructional program based on the California State Content standards, (2) all students with the opportunities to develop positive character traits, (3) a school environment that is nurturing, safe, and supportive for all students, staff, and families, (4) skills to prepare students with 21st century success.

Kristine Carreon, 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	62
Grade 2	76
Grade 3	73
Grade 4	61
Grade 5	92
Grade 6	67
<b>Total Enrollment</b>	<b>510</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	0
Filipino	1
Hispanic or Latino	97.1
Native Hawaiian or Pacific Islander	0.6
White	1.2
Two or More Races	0
Socioeconomically Disadvantaged	93.3
English Learners	57.1
Students with Disabilities	13.1
Foster Youth	0.8

## 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			
Loma Vista Elementary School	15-16	16-17	17-18
With Full Credential	20.5	21.5	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
South Whittier School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Loma Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	.5	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)**

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: April, 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amply ELA: California Edition 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A  <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

This school has 23 classrooms (including four modular classrooms), a multipurpose room, a library, and an administration building. The main campus was built in 1938. Classrooms were added in 1949 and 1963. A new restroom building was constructed in 2001.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An automated work order process is used to ensure efficient service and that emergency repairs are given the highest priority. In addition, the district's membership in Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The district's Board of Trustees has adopted cleaning standards for all schools. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

During the summer of 2013, the main building and one wing of classrooms was repainted. The lunch shelter outside the newly painted buildings was repaired. New sprinkler pipes were installed and then sod was laid.

Increased security fencing was installed during the summer of 2014 which requires all people to enter through the front. The original garage in front of the school was removed and filled in with grass.

Upgrades to the band-width are ongoing as the need increases each year. This gives improved internet connection throughout the campus as we move into on-line assessments.

This last year, the entire campus was re-painted and a School marquee was added to the front of the school.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/08/2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Peeling paint. (Painting has been completed for over 75% of all school buildings.)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Loose outlet and damaged light covers. Both items have been repaired.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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
<b>Science</b>	35	36	46	41	60	56

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
<b>ELA</b>	21	22	31	32	48	48
<b>Math</b>	13	15	21	21	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	30.6	27.1	24.7

\* 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	71	69	97.2	36.2
Male	38	37	97.4	37.8
Female	33	32	97.0	34.4
Hispanic or Latino	66	64	97.0	34.4
Socioeconomically Disadvantaged	63	61	96.8	32.8
English Learners	41	40	97.6	22.5
Students with Disabilities	15	14	93.3	35.7

\* 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	291	288	98.97	21.53
Male	145	144	99.31	20.83
Female	146	144	98.63	22.22
Filipino	--	--	--	--
Hispanic or Latino	285	283	99.3	21.2
White	--	--	--	--
Socioeconomically Disadvantaged	278	275	98.92	20.73
English Learners	208	206	99.04	19.42
Students with Disabilities	47	47	100	8.51
Foster Youth	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	291	288	98.97	15.28
<b>Male</b>	145	144	99.31	20.14
<b>Female</b>	146	144	98.63	10.42
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	285	283	99.3	14.84
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	278	275	98.92	14.55
<b>English Learners</b>	208	206	99.04	15.05
<b>Students with Disabilities</b>	47	47	100	6.38
<b>Foster Youth</b>	--	--	--	--

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)**

Loma Vista is fortunate to have a very active and dedicated Parent Teacher Association (PTA). The PTA encourages parents to become PTA members and volunteers. Through a variety of fund-raising activities, the PTA supports our instructional program by underwriting the cost of numerous field trip opportunities throughout the year. The PTA has monthly meetings and publishes a monthly newsletter in coordination with the principal that is sent home in English and Spanish. Phone messages, emails, and/or text messages are sent home to remind parents of upcoming events. Parents are encouraged to participate on social media through ClassDojo, Facebook, Twitter and the school website. Parents are encouraged to volunteer in the classroom and/or to chaperon on field trips. Parents are invited to attend School Site Council (SSC) meetings. In the fall, parents elect representatives to this group which is directly involved in developing our school plan and making budgetary decisions related to our categorical programs. They meet a minimum of five times per school year. District level opportunities are the District Advisory Council (DAC/DELAC). All parents are invited to attend English Language Advisory Committee (ELAC) meetings. The ELAC advises the school regarding programs and services for EL students. ELAC meets at least four times per school year to review specific agenda topics, such as EL students' achievement and ELD instructional programs. Our school has also most recently added a community liaison to our staff. We are honored to have someone to serve as a parent representative.

All parents are invited to Coffee with the Principal meetings. All parents are invited to Back-to-School Night, Open House, parent-teacher conferences, Founders Day, Harvest Festival and our Holiday Program each year. Parent workshops are provided throughout the year in English and Spanish. Parents also have access to the school library at least three times a week after school.

Parent involvement coordinator: Kristine Carreon (562) 941-4712.

#### **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

As required by state law, the school maintains a detailed safety plan. The safety plan was last fully updated in January 2016 and the emergency plan is monitored monthly to assure available staff is assigned to emergency response positions. All personnel are trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Loma Vista participated in the California Shake Out last October and practiced school emergency response with a disaster scenario developed by the principal. The school is carefully monitored before, during and after school hours. Break periods and lunch are supervised by school personnel. The school is secured with security fencing. Check-in and check-out procedures are also strictly enforced. The School maintains constructive relationships with law enforcement agencies to ensure the safety of all students, staff, and facilities. Furthermore, through Measure W funding (a general obligation bond passed by area voters to upgrade school facilities) the school has upgraded communication systems and radio communication is available at all times.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.3	1.1	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.4	4.1	3.9
Expulsions Rate	0.0	0.0	0.0
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	In PI
First Year of Program Improvement	2006-2007	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	7	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	28	28	29				3	3	3			
1	25	25	24				3	3	3			
2	32	32	26				2	2	3			
3	30	30	30				3	3	2			
4	34	34	31				1	1	3	1	1	
5	34	34	34				1	1		1	1	2
6	27	27	33	1	1					2	2	2
Other			11			1						

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

**Professional Development provided for Teachers**

Staff training and development is an ongoing process. The district develops an annual year-long staff development plan based on what is needed to enable students to meet grade level standards. Staff development is designed also to enable the school to meet our Continuous Improvement Model. District professional development has been in the area of writing using Write from the Beginning, and all teachers have participated in training for English Language Learners through GLAD strategies. Teachers meet at a minimum three times a year as grade level district wide to meet and collaborate with all teachers and instructional coaches at their grade level.

School based site staff development is aligned with the school district's instructional agreements that focus on the Common Core Standards. The staff development plan is implemented through shortened Mondays (by banking instructional minutes), professional development days, sub days, and the collaborative staff work. This year our primary focus has been in student collaboration and student accountable talk. During our Monday meetings we have discussed many topics, such as increasing Rigor in instructions, analyzing Claims/Targets/Standards, calibrating the scores of Performance Tasks. Each grade level has chosen specific sentence frames in order to build student engagement. Each grade level is creating a year long accountable talk plan to assist teachers in choosing appropriate grade level sentence frames to assist students in speaking and writing clear coherent sentences. The site based instructional coach has also prepared student engagement files to assist teachers with multiple student engagement strategies to provide student with engagement strategies. Staff development has continued to focus on the use of student performance data and areas of need. Each grade level meets with Instructional Coach to analyze student data after Math and ELA benchmark periods. Teachers have been given Common Core Standards to verify all grade level standards are being taught and retaught multiple times throughout the year. Teachers also meet to analyze reading data using reading program and supplemental reading computer based programs. Teachers meet monthly as an Instructional Leadership Team and bi-monthly in order to analyze their teaching of specific standards through a Plan-Do-Analyze-Review cycle. Coaching is provided as a follow-up to staff development. Each teacher meets with the Principal bi-yearly to meet and review student data and create plans for differentiation.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,873	\$47,034
Mid-Range Teacher Salary	\$73,817	\$73,126
Highest Teacher Salary	\$95,218	\$91,838
Average Principal Salary (ES)	\$114,877	\$116,119
Average Principal Salary (MS)	\$118,132	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$175,000	\$178,388
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	7%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,060	\$2,393	\$3,667	\$82,611
District	◆	◆	\$3,694	\$83,024
State	◆	◆	\$6,574	\$74,194
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ◆ do not require data.



**Types of Services Funded**

Technology: Loma Vista attempts to maintain current with the type of technology used in the classroom. Each teacher utilizes an ELMO and document camera, laptop, apple TV and iPad for instruction. There are two computer labs for student use. Title I and At-Risk Students: The federally funded Title I program provides assistance to meet the educational needs of students whose standardized scores fall below a district determined level and who fail to meet proficiency, determined by the district, in other district wide multiple measures in writing, math, and reading. We are currently Title I school wide. Instructional Aides: Three hour instructional aides are present in all classrooms. They provide support to under performing students, small groups, and one-on-one focused, intensive instruction as follow-up or re-teaching.

Intervention/Enrichment: There may be additional after-school instruction as staffing permits. When all appropriate interventions have been used, students who have been studied by the Student Success Team (SST) may be referred to the Special Education department for assessment. The SST consists of the principal, teachers, and the instructional coach.

**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.