Edward Kemble Elementary School

7495 29th Street • Sacramento, CA 95822 • 916-395-4550 • Grades K-3
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Sacramento City Unified School District
5735 47th Avenue
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School Description

Our mission: Building Scholars with Positive Character and Social-Emotional Learning Competencies

Our achievement goals: A minimum of 80% of students assessed in Grades K through 3rd achieving grade level proficiency by the end of the academic school year.

We monitor progress by reviewing data through curriculum embedded assessments, formative and summative assessments aligned to Common Core State Standards (CCSS) and school climate data (such as parent events, citation numbers and attendance).

To achieve our mission and goal we offer the following to the parents and students of our community:

High-quality direct instruction aligned to the CCSS for all students in Language Arts, Math and English Language Development. K-3 teachers participate in professional learning collaborative with the County Office of Education in writing development and provide in-class demonstration lessons to their grade level colleagues throughout the school year.

Dual Language Spanish Immersion: Meeting the criteria set forth by Proposition 227, we offer students the opportunity to participate in a research-driven program that teaches students to become bilingual/bi-literate in English and Spanish. This program is designed for students who will participate in the program from kindergarten through the 3rd grade.

Boys & Girls Club After School Program: The after school literacy-based program is available for all our students. BGC allocates time for assistance on homework and works to improve the literacy for all students in the program. The program operates from 2:45 to 6 p.m. Monday through Friday.

Enthusiasm and commitment: Our teachers meet weekly in grade level teams during Collaborative Time Thursdays to review instruction and learning practices, plan and design instruction to meet the needs of all students. All teachers meet with parents to establish goals for students and communicate with parents on a regular basis. Teachers also provide additional learning time to students through before-/after-school intervention and Saturday Academy programs.

We have following programs: Title I, School Improvement, Head Start Preschool, and Special Education. Parents are encouraged and welcomed to visit and participate in supporting student learning in and out of the classroom and school.

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	134
Grade 1	149
Grade 2	114
Grade 3	151
Total Enrollment	548

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.3
American Indian or Alaska Native	0.4
Asian	18.8
Filipino	0.7
Hispanic or Latino	51.5
Native Hawaiian or Pacific Islander	3.1
White	2.4
Two or More Races	2.9
Socioeconomically Disadvantaged	81.8
English Learners	31
Students with Disabilities	10
Foster Youth	0.2

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			
Edward Kemble Elementary School	14-15	15-16	16-17
With Full Credential	18	20	20
Without Full Credential	0	1	5
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1574
Without Full Credential	♦	♦	83
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Edward Kemble Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	4
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	1

* "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	88.9	11.1
Districtwide		
All Schools	83.9	16.1
High-Poverty Schools	83.1	16.9
Low-Poverty Schools	97.0	3.1

* 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)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court Reading, SRA Arts Reading/Language 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science, McMillian McGraw-Hill Science 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	California Vistas, McMillian McGraw-Hill History/Social Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Moving Into English, Harcourt English Language Development 2004 **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1963. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 21 portables. 3 portables classrooms were constructed in 1998 for class size reduction. During the 2002 and 2003 modernization, renovations and upgrades were made in the following areas: exterior, plumbing, HVAC, and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/19/16				
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			Classroom 18: 2 LIGHT OUT Classroom 22: 2 LIGHT OUT Girls Restroom by Classroom 3: 1 LIGHT OUT Girls Restroom by Classroom 38: 2 LIGHT OUT Stage: 1 LIGHT OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Classroom 14: Chemical under sink
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	Work orders have been submitted for all issues noted
	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 Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

* 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

* 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 for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	18	30	35	39	44	48
Math	18	38	28	30	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.

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

* 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	146	144	98.6	29.7
Male	3	78	76	97.4	21.3
Female	3	68	68	100.0	39.7
Black or African American	3	27	27	100.0	12.5
Asian	3	20	20	100.0	36.8
Hispanic or Latino	3	88	86	97.7	35.3
Socioeconomically Disadvantaged	3	122	120	98.4	28.1

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
English Learners	3	62	60	96.8	24.6
Students with Disabilities	3	23	22	95.7	9.1

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	146	144	98.6	37.9
Male	3	78	77	98.7	32.4
Female	3	68	67	98.5	43.9
Black or African American	3	27	26	96.3	28.0
Asian	3	20	20	100.0	36.8
Hispanic or Latino	3	88	87	98.9	43.5
Socioeconomically Disadvantaged	3	122	120	98.4	37.6
English Learners	3	62	61	98.4	32.2
Students with Disabilities	3	23	22	95.7	23.8

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)
Volunteer Program
Parents, adult family members and community are encouraged to participate in school-wide activities and also in the classroom. The school recognizes that parents play an important role in motivating and supporting their children's academic success. There are many opportunities for adults to volunteer at school, such as School Site Council, English Learner Advisory Committee, classroom tutors, mentors, readers and library volunteers. Volunteers who come on a regular basis must have a copy of a negative TB test in the office. Finger printing is also required before a volunteer assignment can be made. Please contact the Office Manager for a volunteer packet.

Parent Leadership Opportunities
Kemble parents are leaders! We encourage you to get involved in our school committees. If you are interested in participating in any of these leadership opportunities, please see the site administration.

School Site Council (SSC)

The School Site Council meets throughout the year. It is composed of an equal number of parents and staff members. The School Site Council is responsible for the development, monitoring, and evaluation of categorical programs, budgets and plans. The agendas for the School Site Council meetings are posted in the office three days prior to our meetings. Parents are always welcome to visit our meetings.

English Leaner Advisory Council (ELAC)
Parents of English Language Learners are encouraged to join our English Language Advisory Committee. We seek parent input on programs and budget for our English Language Learner program. If you are interested in serving on this committee, contact the Edward Kemble office and we will put you in touch with the right person.

Parent Resource Center
A full time parent resource center is available for parents to engage in classroom volunteer support, attend parenting classes or seek additional ways to help their child. We also offer computers, listings for job openings and a parent liaison available for parent needs.

Family-Teacher Academic Team Meetings (FTAT)
Parents have the opportunity to participate first-hand in training opportunities presented by classroom teachers on how to work with your child at home to support the learning in the classroom. Teachers meet with parents on a regular basis and at least 3 times per year to provide information on grade level expectations, strategies for developing student success in content areas (English Language Arts and Mathematics), and activities to reinforce the learning in the home.

For more information, contact Mary-Alvarez Jett, Ed.D., Principal at (916) 395-4550.

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
Sacramento City Unified School District
Comprehensive Safe School Plan 2016-2017

Section 1………… Crisis Communication Flow
Section 2………….Emergency Plan: Site Level Drill and Emergency Procedures
(a) Lockdown Response
(b) Fire
(c) Bomb Threat, ATF Bomb Threat Checklist
(d) Active Shooter
(e) Chemical
Section 3……………Emergency Plan: Earthquake Emergency Procedures
Section 4…….. Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5…………District Policies Related to Safety:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Missing Student Protocol
(d) Suicide Risk Assessment
Section 6…………Bullying Policies and Procedures
Section 7…………Dangerous Student Notification
Section 8…………Wellness Plan
Section 9…………District Handbook
Section 10……………Component I: Social Climate
Component II: Physical Climate/Campus
Section 11………. Emergency Plan: Site Level Incident Command System
Section 12………… Emergency Plan: Site Level Communication Procedures
Section 13…………Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on campus
Section 14……………Emergency Plan: Site Level Safe Ingress & Egress Procedures
Section 15... Emergency Plan: Site Level Family Reunification Procedures
Section 16………. Emergency Plan: Site Level Provisions for   Students/Staff with Special Needs
Section 17…………School Site Safety Committee Member List, Approval of CSSP
Section 18…………Staff Handbook
Section 19…………Site Specific Documents (option to add documents)
** Once designated by the Red Cross or Office of Emergency Services, the school sites will be notified and Documentation will be inserted in this section.

The Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 32262 of the 2016 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	0.0	1.4
Expulsions Rate	0.5	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.9	6.1	5.8
Expulsions Rate	0.0	0.0	0.0
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	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		52
Percent of Schools Currently in Program Improvement		76.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	1.0000
Psychologist	0.0000
Social Worker	0.4000
Nurse	0.0000
Speech/Language/Hearing Specialist	1.0000
Resource Specialist	1.0000
Other	1.400
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	27	31	23			5	5	5	1			
1	27	27	15			2	4	5	2			
2	26	25	18		1	3	5	4	1			
3	21	79	25	1	1	4	5	5	1		1	1
Other	24						1					

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

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FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$40,683	$45,092
Mid-Range Teacher Salary	$53,467	$71,627
Highest Teacher Salary	$87,749	$93,288
Average Principal Salary (ES)	$102,681	$115,631
Average Principal Salary (MS)	$104,918	$120,915
Average Principal Salary (HS)	$120,601	$132,029
Superintendent Salary	$290,000	$249,537
Percent of District Budget		
Teacher Salaries	31%	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	5662.4	696.32	4966.1	59454.09
District	♦	♦	$4,556	$67,009
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			9.0	-9.5
Percent Difference: School Site/ State			-7.1	-18.5

* Cells with ♦ do not require data.

Types of Services Funded
Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services include:
Class Size Reduction
Spanish Immersion Program
Extended Day & Saturday School
Opportunities for teachers to articulate
Parent Education/Family Nights
Parent Classes
Home Visits
Student/Family Primary Language Support
Translation for Home-School Communication
Gifted and Talented Education (GATE) Testing
Special Education
Professional Development for staff
Support Staff
After School Program - Boys & Girls Club
Running Club

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

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.