Mupu Elementary School

4410 North Ojai Road • Santa Paula, CA 93060 • (805) 525-6111 • Grades K-8
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Mupu Elementary School District
4410 North Ojai Road
Santa Paula, CA 93060
(805) 525-6111
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District Governing Board

Korinne Bell

Steven Jenkins

Ramona Uribe

District Administration

Dr. Sheryl Barnd
Superintendent

Dr. Sheryl Barnd, Principal

School Description

Principal's Message

Mupu is one of the best places we can imagine for children to learn and grow. Scholars from all walks of life come to our school, which is nestled in the Santa Paula Canyon north of the City of Santa Paula. In their time here, our scholars will participate in a rigorous academic program that encompasses all subject areas, will learn to think critically and solve problems, and learn what it means to be a person of strong character. We are preparing our scholars to be successful citizens of the 21st Century. Mupu is the first leg of their lifelong learning journey.

Several years ago, Mupu launched a "Guidelines for Success" program. We all believe that "Mupu has HEART". This means that every day we follow the HEART guidelines to become positive and productive people:
Have a positive attitude
Expect success (and work for it)
Accept responsibility
Respect yourself and others
Think before acting

Mission Statement

Our mission is to ensure that all scholars achieve academic excellence. All members of our learning community are committed to providing a safe and nurturing environment that fosters academic achievement, personal growth, social responsibility, and proficiency in technology.

We Believe Our Motto

Academic Excellence in a Unique and Nurturing Setting

We strive for academic excellence in a learning community that is comprised of competent and caring professionals.

Our small school setting is truly unique.

Come visit!

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	24
Grade 1	17
Grade 2	16
Grade 3	12
Grade 4	18
Grade 5	18
Grade 6	14
Grade 7	21
Grade 8	17
Total Enrollment	157

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	0
White	35
Two or More Races	0.6
Socioeconomically Disadvantaged	56.7
English Learners	12.1
Students with Disabilities	7
Foster Youth	0

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			
Mupu Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mupu Elementary School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mupu Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

In addition to Common Core aligned textbooks, many teachers supplement with materials found online. Nearly all of our textbooks are adopted from the most recent State-approved list and are consistent with the content and cycles of the curriculum frameworks, adopted by the State Board of Education (SBE). All students have Standards-aligned textbooks and instructional materials to use at school and at home. As the District moves to implement the Common Core State Standards, it expects to begin purchasing textbooks and programs aligned with the CCSS.

Textbooks are selected through a process of piloting, teacher review, and input from both parents and other school districts in Ventura County. After review, the governing board either formally adopts the recommended programs or asks the review committee to conduct further review.

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	HMH Journeys (K-6) Piloting 2017 EMC Mirrors and Windows (6-8) Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin Harcourt- CA Math Expressions (K-5) Adopted 2017 Pearson Connected Mathematics 3, 2014 (6-8) Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Delta Full Option Science System (K-5) Adopted 2007 Delta Full Option Science System (6-8), 201 Pearson-Prentice Hall Focus on Life, Earth, Physical (6-8) Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Scott Foresman (K-5) Adopted 2006 Teachers' Curriculum Institute History Alive! (6-8) Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school facilities at Mupu School are kept in good repair and condition, with an effort toward preserving its "old schoolhouse" look and feel. As needed, modifications have been made for earthquake safety, general safety, and to comply with the Americans with Disabilities Act. The school site is fenced on all sides, with two gated front entrances to the school.

Scholars are safe on the school grounds. They are supervised at all times during the school day and are monitored as they enter and exit the facility. Visitors and volunteers must check in at the front gate, which is located by the gated entrance. This entrance remains locked during school hours. The school secretary monitors the front entrance. Mupu is also equipped with a camera surveillance system that monitors six areas throughout the campus.

Classrooms, restrooms, kitchen, and office areas are kept clean and orderly on a daily basis. One custodian takes care of the grounds and the school's ten rooms and six restrooms. They are inspected on an annual basis by the Ventura County Self-Funding Authority to ensure that scholars and staff learn and work in safe and orderly environments along with an annual inspection conducted by the Ventura County Fire Department. They are also inspected by the custodian regularly on an informal basis, and annually on a formal basis.

The buildings range in age from the oldest building, built in 1931, to the most current portable, installed in 2001. There are three buildings and three portable buildings on the site. The 1931 building—which houses classrooms for grades 3 and 4, the kitchen, and restrooms—was remodeled in 1986 to meet earthquake and disaster safety standards. Our next oldest building— the 1951 building—houses grades K and 1 and restrooms. It, too, has been modified to meet earthquake and disaster safety standards. A library, school office, and classroom for grade 2 were built in 1987.

The portable buildings were brought to the site in 1978, 1995, and 2001. All buildings are equipped with heating and air conditioning. All restroom facilities are clean and in good repair. Plumbing problems are addressed within 24 hours. The roofs of all the school buildings were completely replaced in August 2010.

Mupu's fire alarm and security system projects were completed in 2013. All door locks were changed by in 2013 so that each door could be locked from within.

A new lunch area and remodeled bathrooms were completed in 2012.

The parking lot project was completed in 2014.

New HVAC system and interior and exterior lighting were upgraded or installed throughout the school in 2016.

Every year the school conducts a playground and facilities safety audit by a certified inspector. We have complied with all requirements of the audit. The inspection reports are available upon request.

The District participates in the State School Deferred Maintenance Program, which provides state-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/4/2017					
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**	
	Good	**Fair**	**Poor**		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Periodic Trapping of Pests	
Electrical: Electrical	X				
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			Ongoing Gopher Control, Fence will need to be replaced	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	39	64	39	63	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
ELA	45	60	49	57	48	48
Math	38	36	33	32	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
5	27.8	16.7	33.3
7	33.3	28.6	28.6

* 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 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	33	33	100.0	63.6
Male	19	19	100.0	63.2
Female	14	14	100.0	64.3
Hispanic or Latino	20	20	100.0	55.0
White	11	11	100.0	72.7
Socioeconomically Disadvantaged	19	19	100.0	63.2

* 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	99	94	94.95	59.57
Male	43	39	90.7	53.85
Female	56	55	98.21	63.64
Hispanic or Latino	66	64	96.97	53.13
White	32	29	90.63	75.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.72	52.54
English Learners	18	18	100	44.44
Students with Disabilities	15	10	66.67	10

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99	94	94.95	36.17
Male	43	39	90.7	30.77
Female	56	55	98.21	40
Hispanic or Latino	66	64	96.97	21.88
White	32	29	90.63	68.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	59	96.72	27.12
English Learners	18	18	100	27.78
Students with Disabilities	15	10	66.67	0

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)
If you want to be an active participant in your child's education and school life, Mupu is the school for you. Parents are an important part of our learning community. Parent involvement isn't just about helping in the classroom. It's about staying informed about how your children are doing and supporting your children's learning efforts. The teachers at Mupu help you stay involved. They send home weekly progress reports and information about what the children are learning. They share ways to help your children be successful. The teachers hold an informational evening during which parents learn about the educational program and how we can work together to provide the best education for their children. All Mupu teachers have email accounts and communicate with parents via email, teacher websites, and blogs. This has become a great way for parents to stay involved and informed. Mupu provides another component of parent involvement: Zangle's ParentConnection is a secure website which provides educational information to parents about their children. Parents can view grades, class calendars, attendance records, lunch accounts, and many other school-related items pertaining to their children.

For parents who can lend an extra hand, we have a volunteer program in which parents can sign up to help in the classroom, with field trips, in the library, in the play area, in the school garden, and in subject areas where they have some expertise.

Mupu School has monthly "Coffee and Chat" meetings where parents can meet with the principal and discuss concerns or what is happening at and around Mupu School. This group also provides guidance to the school in its continuous improvement efforts. Another way for parents to become active in the school community is to be a part of the Mupu Parents Club. This group coordinates fun events that encourage family engagement and support our school. Parents are encouraged to be involved with their child's education and school events.

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
Mupu is a safe school, using its Comprehensive School Safety Plan to guide safe school practices. If a school is not a safe place to be, scholars will not be able to focus on learning.

The goal of the School Safety Plan is to "provide all scholars a safe, peaceful, and nurturing environment, which will enable them to be serious and lifelong learners." The School Safety Plan is comprised of four components. The School Site Council (SSC) sets goals for each component and evaluates the effectiveness of the Safety Plan based on progress toward meeting the goals. In addition to the four components, the Safety Plan contains a disaster preparedness section based on the Standardized Emergency Management System (SEMS).

The four components that comprise the School Safety Plan are:

Personal Characteristics of Scholars and Staff: The goal is to provide a learning environment in which all scholars and staff are treated with friendliness, concern, and respect and are made to feel accepted and welcome.

The School's Physical Environment: The goal is to provide a physical environment that is safe, conducive to learning, and free from dangerous people, activities, and structures.

The School's Social Environment: The goal is to make all scholars and parents an integral part of the school's social and educational environment.

The School's Culture: The goal is to maintain a high level of academic achievement, kindness toward others, and the feeling that every member of the community is important.

The disaster preparedness component of the Safety Plan provides critical information and guidance in the event of an emergency. Each staff member is assigned a role in the Incident Command System and is trained to carry out those duties.

The School Safety Plan was last reviewed, updated, and discussed with the school staff members on August 15, 2017.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.7	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.0	0.1	0.0
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	3-5 visits/year
Speech/Language/Hearing Specialist	.2
Resource Specialist	.5
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.

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	20	14	23	1	1	1						
1	12	16	17	1	1	1						
2	18	9	16	1	1	1						
3	18	17	12	1	1	1						
4	10	19	18	1	1	1						
5	15	13	18	1	1	1						
6	14	17	14	1	1	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

The Professional Development Program is guided by the annual improvement goals (which are based on scholar assessment data) developed by the teachers and administration. The primary focus of the Professional Development Program has been to improve scholar learning and address the needs of all learners. To improve scholar achievement, teachers have been trained in research-based instructional strategies that develop scholar understanding; in specific subject matter areas such as mathematics, language arts, science, technology, and social studies; in Common Core Standards-based planning, instruction, and assessment; in effective classroom management, and how to ensure all teachers are accessing all learners. In addition, teachers are trained in making data-driven instructional decisions. Secondarily, all staff members are trained in disaster preparedness, school safety, CPR, and epinephrine pen training.

Professional development occurs in four ways:

1. Mupu is a Professional Learning Community: All teachers work and learn together to ensure that all of our scholars are meeting their academic, social, and behavioral goals. They do this by regularly sharing and analyzing schoolwide assessment data and making instructional decisions based on this data; teachers discuss and decide on the use of instructional strategies that will improve student achievement. Teachers use this structure as a way to help and support each other's professional learning, which is focused on scholar learning.

2. All teachers participate in weekly on-site and team-based collaboration meetings during which they plan instruction, refine delivery of instruction strategies, and learn about current educational research that will assist them in improving scholar learning.

3. Teachers are encouraged to participate in off-site professional development in the subject matter areas—with a focus on implementing the adopted curriculum.

4. Throughout the year, teachers are approved to attend additional workshops or conferences if they support the school's professional development goals or the teacher's individual professional development needs.

New teachers participate in the Beginning Teacher Support and Assessment (BTSA) Program through the Ventura County Superintendent of Schools Office. This program is based on the California Standards for the Teaching Profession and the California Content Standards.

Classified staff members (maintenance, clerical, administrative, and instructional aides) participate in workshops and conferences to support their areas of responsibility. Some examples include safety concerns or our schoolwide behavior program known as CHAMPS and Restorative Justice.

The principal supports implementation by observing regularly in classrooms and providing constructive feedback and by leading and/or participating in collaboration meetings.

Mupu has three days per year dedicated to staff and professional development.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,881	$42,598
Mid-Range Teacher Salary	$75,922	$62,232
Highest Teacher Salary	$86,503	$80,964
Average Principal Salary (ES)		$102,366
Average Principal Salary (MS)		$104,982
Average Principal Salary (HS)		
Superintendent Salary	$109,867	$117,868
Percent of District Budget		
Teacher Salaries	39.65%	32%
Administrative Salaries	8.28%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$9,562	$1,142	$8,420	67,961
District	♦	♦	$8,420	$67,961
State	♦	♦	$6,574	$61,939
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			28.1	9.7

* Cells with ♦ do not require data.

Types of Services Funded

In addition to the basic educational program, the school also offers the following services and/or programs:

Resource Specialist Program, which provides Individualized Educational Programs for scholars with special needs

Response to Intervention (RtI), which provides intervention or acceleration for scholars

Artist-in-the-Classroom program that meets weekly with each class

Weekly music instruction for all grades

Class Size Reduction in Grades K-3

After-School Intervention Program, which provides intervention for scholars who are not achieving grade level proficiency

School-Based Coordinated Programs (which include School Improvement, Economic Impact Aid, State Compensatory Education), which allow us to consolidate resources to ensure cohesive support to all scholars

Professional Learning Community model of professional development in which teachers collaborate on a regular basis, using scholar achievement data and educational research to improve the instructional program and improve individual scholar achievement

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.