

# Berkeley High School

1980 Allston Way • Berkeley, CA 94704 • (510) 644-6120 • Grades 9-12

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



### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-6348  
[www.berkeleyschools.net](http://www.berkeleyschools.net)

### **District Governing Board**

Ty Alper, President  
Josh Daniels, Vice President  
Beatriz Leyva-Cutler, Clerk  
Judy Appel  
Karen Hemphill  
Petra Silvey  
Aluante Keys

### **District Administration**

Donald Evans, Ed.D.  
**Superintendent**  
Donald Evans  
**Superintendent**  
Pasquale Scuderi  
**Assistant Superintendent**  
**Educational Services**  
  
Javetta Cleveland  
**Deputy Superintendent**  
**Business Services**  
  
Evelyn Tamondong-Bradley  
**Assistant Superintendent**  
**Human Resources**

### **School Description**

We are proud to present our annual report for the 2015-16 school year. Berkeley High is a comprehensive four-year school serving nearly 3000 students and enjoys a reputation for its strong academic program, career technical education offerings and wide variety of other enriching opportunities provided by our athletics department and more than 75 clubs and activities.

Berkeley High is guided by these goals:

- To increase student academic achievement at high levels, while eliminating the achievement gap;
- To ensure that students transition successfully into the 9th grade, and are successful throughout their high school years;
- To support safety and discipline at Berkeley High, through the fostering of a positive school culture, effective use of student data, and prompt and coordinated intervention when needed;
- To improve communication among all members of the BHS learning communities through various media and languages;
- To increase student support and build positive relationships at BHS through cultural and academic activities;
- To create a school culture of high academic and behavioral standards.

## 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
Grade 9	739
Grade 10	779
Grade 11	797
Grade 12	798
<b>Total Enrollment</b>	<b>3,113</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.5
American Indian or Alaska Native	0.4
Asian	8.6
Filipino	0.9
Hispanic or Latino	21.4
Native Hawaiian or Pacific Islander	0.2
White	39.5
Two or More Races	10.5
Socioeconomically Disadvantaged	29.6
English Learners	6.2
Students with Disabilities	9.4
Foster Youth	0.4

## 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			
Berkeley High School	14-15	15-16	16-17
With Full Credential	133	188	191
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence		1	0
Berkeley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Berkeley High School	14-15	15-16	16-17
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

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

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.5
High-Poverty Schools	99.1	0.9
Low-Poverty Schools	99.7	0.3

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

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

The main fact about text books that Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standard s call for.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Board Approved, Standards Aligned Texts for all Language Arts courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Board approved, standards aligned texts for all math courses The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Board Approved, Standards Aligned Texts for all Science courses The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Board Approved, Standards Aligned Texts for all Social Science courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Board Approved, Standards Aligned Texts for all World Languages Courses. The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.  Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.

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

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: January 2016

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Most of the buildings are new or have been modernized in the last couple of years
<b>Interior:</b> Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>ELA</b>	67	70	57	60	44	48
<b>Math</b>	44	50	51	55	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	65	60	63	66	66	63	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	23.4	22.9	16.1

\* 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	793	699	88.2	63.2
Male	364	320	87.9	60.6
Female	429	379	88.3	65.4
Black or African American	130	110	84.6	21.8
Asian	61	57	93.4	54.4
Hispanic or Latino	192	173	90.1	45.7
White	318	279	87.7	86.7
Two or More Races	84	72	85.7	84.7
Socioeconomically Disadvantaged	224	190	84.8	34.2
English Learners	56	41	73.2	17.1
Students with Disabilities	75	56	74.7	16.1

\* 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	11	812	703	86.6	69.7
Male	11	407	347	85.3	69.5
Female	11	405	356	87.9	69.9
Black or African American	11	145	122	84.1	43.6
American Indian or Alaska Native	11	--	--	--	--
Asian	11	77	69	89.6	67.7
Filipino	11	--	--	--	--
Hispanic or Latino	11	167	148	88.6	51.9
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	324	277	85.5	87.3
Two or More Races	11	86	75	87.2	82.1
Socioeconomically Disadvantaged	11	235	202	86.0	46.1
English Learners	11	59	38	64.4	17.1
Students with Disabilities	11	82	60	73.2	23.5
Foster Youth	11	--	--	--	--

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	11	812	695	85.6	50.4
Male	11	407	342	84.0	55.3
Female	11	405	353	87.2	45.9
Black or African American	11	145	122	84.1	19.4
American Indian or Alaska Native	11	--	--	--	--
Asian	11	77	70	90.9	59.1
Filipino	11	--	--	--	--
Hispanic or Latino	11	167	146	87.4	27.8
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	324	273	84.3	69.5
Two or More Races	11	86	73	84.9	70.0
Socioeconomically Disadvantaged	11	235	201	85.5	23.9
English Learners	11	59	39	66.1	14.3
Students with Disabilities	11	82	56	68.3	5.9
Foster Youth	11	--	--	--	--

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)

Parents contribute time in a variety of ways on the Berkeley High School campus, including participating in the PTA's fundraising and/or committees, volunteering at the front desk, helping out at special events on campus, proctoring exams, and other ways of donating their time. Parents may also participate in various committees and organizations. Each of our learning communities have parent support groups and networks that are open to all incoming families of that learning community. Numerous programs and activities are enriched by the generous contributions made by the Rotary Club, as well as various other organizations and business in the community which donate resources and time at the school. To become involved or learn more about opportunities for parental involvement, go to: <http://bhs.berkeleyschools.net/#>

#### 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

Berkeley High School dates back to the 1920s. The campus covers over 18 acres and strongly supports teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year. In the 2010-11 school year Berkeley High School added additional safety officers an additional administrator to insure school safety. In 12-13, BHS also added a dean of attendance to assure students are at school attending every day.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2015.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.0	4.3	1.3
Expulsions Rate	0.0	0.1	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.0	2.9	2.1
Expulsions Rate	0.1	0.1	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
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		70.6

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	8
Counselor (Social/Behavioral or Career Development)	8.1
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	1
Psychologist	4
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	400

\* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	23	25	25	44	38	38	99	89	89	1	8	8
Mathematics	25	26	26	36	30	30	67	63	63	16	25	25
Science	28	28	28	18	13	13	79	79	79	18	21	21
Social Science	26	27	27	23	21	21	123	122	122	4	5	5

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

About 12 percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 11 years of experience. About 43 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 57 percent have completed a master's degree or higher.

About 98 percent of the faculty at Berkeley hold a full credential. This number is close to the average for all high schools in the state. About three percent of the faculty at Berkeley hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About one percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Berkeley hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,852	\$43,821
Mid-Range Teacher Salary	\$70,418	\$69,131
Highest Teacher Salary	\$84,917	\$89,259
Average Principal Salary (ES)	\$115,238	\$108,566
Average Principal Salary (MS)	\$121,281	\$115,375
Average Principal Salary (HS)	\$135,483	\$125,650
Superintendent Salary	\$234,090	\$198,772
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	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/).

### Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Program (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Berkeley High School	2011-12	2013-14	2014-15
Dropout Rate	8.60	6.80	9.80
Graduation Rate	88.88	91.78	87.50
Berkeley Unified School District	2011-12	2013-14	2014-15
Dropout Rate	11.60	9.10	12.50
Graduation Rate	85.52	89.03	84.63
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,561	\$1,190	\$6,371	\$71,967
District	♦	♦	\$9,311	\$72,784
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-31.6	-1.1
Percent Difference: School Site/ State			12.2	0.6

\* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1017
% of pupils completing a CTE program and earning a high school diploma	12
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.18
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	65.9

\* Where there are student course enrollments.



2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	♦
English	19	♦
Fine and Performing Arts	1	♦
Foreign Language	11	♦
Mathematics	12	♦
Science	34	♦
Social Science	15	♦
All courses	94	.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	96	93	86
Black or African American	100	95	78
American Indian or Alaska Native	100	100	78
Asian	100	100	93
Filipino	80	82	93
Hispanic or Latino	89	85	83
Native Hawaiian/Pacific Islander	100	67	85
White	95	95	91
Two or More Races	95	96	89
Socioeconomically Disadvantaged	82	79	66
English Learners	84	72	54
Students with Disabilities	100	90	78

### Career Technical Education Programs

Our high school offers courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education) are open to all students.

### 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.