



Berkeley High School

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

Erin Schweng, Principal

erinschweng@berkeley.net

<http://bhs.berkeleyschools.net/>

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



Berkeley Unified School District

Berkeley Unified School District

2020 Bonar Street

Berkeley, CA 94702

(510) 644-8764

www.berkeleyschools.net

District Governing Board

Josh Daniels, President

Judy Appel, Vice President

Beatriz Leyva-Cutler, Clerk

Ty Alper

Karen Hemphill

Uma Nagarajan-Swenson (student)

District Administration

Donald Evans, Ed.D.

Superintendent

Donald Evans

Superintendent

Pasquale Scuderi

Associate Superintendent

Educational Services

Pauline Follansbee

Interim Assistant Superintendent

Business Services

Evelyn Tamondong-Bradley

Assistant Superintendent

Human Resources

School Description

Berkeley High is a comprehensive four-year school serving nearly 3100 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	775
Grade 10	714
Grade 11	747
Grade 12	781
Ungraded Secondary	1
Total Enrollment	3,018

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	0.2
Asian	8.2
Filipino	0.9
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	0.3
White	40
Two or More Races	11.3
Socioeconomically Disadvantaged	29.9
English Learners	5.8
Students with Disabilities	10
Foster Youth	0.2

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			
Berkeley High School	15-16	16-17	17-18
With Full Credential	188	191	177
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0
Berkeley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	602
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Berkeley High School	15-16	16-17	17-18
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.

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

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: December 2017	
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	N/A The textbooks listed are from most recent adoption: N/A

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

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: September 2017

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				Most of the buildings are new or have been modernized in the last couple of years
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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

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	70	58	60	59	48	48
Math	50	41	55	54	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.

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	60	63	66	63	56	54

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.2	13	13

* 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 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	738	590	79.95	58.22
Male	338	279	82.54	54.87
Female	400	311	77.75	61.24
Black or African American	106	86	81.13	21.69
Asian	62	51	82.26	56.86
Filipino	--	--	--	--
Hispanic or Latino	176	144	81.82	38.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	303	233	76.9	77.92
Two or More Races	82	70	85.37	80
Socioeconomically Disadvantaged	196	161	82.14	30.82
English Learners	67	54	80.6	16.67
Students with Disabilities	72	51	70.83	19.61
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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	738	542	73.44	40.85
Male	338	258	76.33	44.36
Female	400	284	71	37.68
Black or African American	106	83	78.3	4.82
Asian	62	46	74.19	50
Filipino	--	--	--	--
Hispanic or Latino	176	129	73.3	18.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	303	213	70.3	64.79
Two or More Races	82	65	79.27	48.44
Socioeconomically Disadvantaged	196	143	72.96	15.49
English Learners	67	48	71.64	12.5
Students with Disabilities	72	43	59.72	14.29
Foster Youth	--	--	--	--

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)

Parents/caregivers contribute time in a variety of ways on the Berkeley High School campus, including volunteering in their student's classrooms, in booster clubs, and serving as leaders and members of various school governing boards and parent committees. Some opportunities for involvement and leadership include: the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parents of Children of African Descent (PCAD), and our Latino Parents Group. Numerous programs and activities are enriched by our PTA's fundraising efforts, as well as the generous contributions made by the Rotary Club. We also involve our community, as other organizations and businesses donate resources and time to our school to support our families and programs. To become involved, or to learn more about opportunities for parental involvement at Berkeley High School, please contact our Office of Family Engagement and Equity Parent Resource Center at 510-644-8524, or 510-644-8414 (se habla español). You can also go to our website at: <http://bhs.berkeleyschools.net/#>

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

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 November 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.3	1.3	2.1
Expulsions Rate	0.1	0.0	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	2.9	2.1	1.8
Expulsions Rate	0.1	0.0	0.1
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
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		10
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	8
Counselor (Social/Behavioral or Career Development)	6.5
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	23	24	38	42	37	89	83	72	8	4	11
Mathematics	26	25	24	30	34	40	63	68	60	25	16	14
Science	28	27	27	13	16	13	79	84	78	21	8	15
Social Science	27	27	26	21	17	24	122	117	105	5	4	9

* 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

Each school year, the number of days provided for professional development and continuous professional growth are three all-staff, all-day professional development days at Berkeley High School. In addition, every Monday from 8am until 9:30am, BHS staff is involved in learning and growth opportunities. This creates a unique opportunity for a "late start" day for the students at BHS.

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

There are two primary areas of focus for staff development: academic language development and culturally responsive teaching pedagogy. The focus on academic language development came from reviewing achievement data from Berkeley High School’s Long-Term English Language (LTEL) population. This data revealed that LTELs were likely not able to access the rigorous content in their mainstream classes, and that increased scaffolding and support were needed. Efforts to build access to rigorous academic content began schoolwide. The focus on Culturally Responsive Teaching was selected in response to focus group interviews that took place as a result of a series of racist events on campus.

- What are the methods by which professional development is delivered (e.g., after-school workshops, conference attendance, individual mentoring, etc.)?

Professional development is delivered throughout the year in various settings. In August, October, and November, professional development is provided through all-staff PD days. On these days staff engages in a conference-like setting, moving through a series of workshops that are focused on the professional development goals set out by the professional development coordinators and administration at the school. Additionally, professional development is provided during Monday morning PD meetings. These Monday morning meetings are led by PD lead teachers, who are in a “train the trainer” model. PD lead teachers are supported by the Professional Development Coordinators and provided scaffolding and instruction during Tuesday morning PD leads meetings. These meetings include modeling of and practice with protocols and strategies the PD leads will be guiding their teams through implementing as they work on activities aligned with the year’s professional development goals.

- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers are supported in a variety of ways during implementation of our PD goals in a variety of ways. On Monday mornings during department and small learning community professional development meetings, PD leaders (1-2 leads per department and SLC) run protocols, meet individually with teachers and provide supporting materials as teachers engage in this learning. PD leads meet weekly with PD Coordinators to plan those meetings. In addition, a Common Core Math and ELA coach have had .2 FTE release to do further individual coaching with teachers.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,486	\$46,511
Mid-Range Teacher Salary	\$71,172	\$73,293
Highest Teacher Salary	\$88,314	\$92,082
Average Principal Salary (ES)	\$117,914	\$113,263
Average Principal Salary (MS)	\$123,182	\$120,172
Average Principal Salary (HS)	\$150,202	\$131,203
Superintendent Salary	\$248,416	\$213,732
Percent of District Budget		
Teacher Salaries	35%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,359	\$1,258	\$7,101	\$74,464
District	◆	◆	\$10,050	\$73,395
State	◆	◆	\$6,574	\$74,476
Percent Difference: School Site/District			-29.3	1.5
Percent Difference: School Site/ State			8.0	0.0

* Cells with ◆ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Berkeley High School	2013-14	2014-15	2015-16
Dropout Rate	6.8	9.8	8.3
Graduation Rate	91.78	87.5	89.77
Berkeley Unified School District			
2013-14	2014-15	2015-16	
Dropout Rate	9.1	12.5	10.7
Graduation Rate	89.03	84.63	87.21
California			
2013-14	2014-15	2015-16	
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.77
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	69.17

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	4	♦
Mathematics	3	♦
Science	4	♦
Social Science	4	♦
All courses	19	37.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	93.48	90.89	87.11
Black or African American	90.26	87.37	79.19
American Indian or Alaska Native	66.67	66.67	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	94.05	87.9	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	94.33	93.87	90.99
Two or More Races	88.61	88.75	90.59
Socioeconomically Disadvantaged	93.33	87.99	85.45
English Learners	71.43	62.69	55.44
Students with Disabilities	74.03	71.7	63.9
Foster Youth	16.67	57.14	68.19

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.