



Houghton-Kearney School

8905 W. Kearney Boulevard • Fresno, CA 93706 • (559) 276-5285 • Grades K-8

Ezequiel Gutierrez, Principal
egutierrez@centralusd.k12.ca.us
hk.centralunified.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Central Unified School District

4605 North Polk Ave.
Fresno, CA 93722
(559) 274-4700
www.centralunified.org

District Governing Board

Mr. Jason R. Paul, Area 1

Ms. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

District Administration

Andrew G. Alvarado
Superintendent

Mrs. Ketti Davis
**Assistant Superintendent,
Educational Services**

Mr. Jack Kelejian
**Assistant Superintendent, Human
Resources**

Mr. Steve McClain
**Assistant Superintendent, Chief
Business Officer**

Mr. David Paliughi
**Administrator, Special Education &
Support Service**

Mr. Paul Birrell
Director, 7-12 & Adult Education

Dr. Tami Boatright
Director, K-8 Education

School Description

Vision Statement: Houghton Kearney School's vision is that every student is prepared for success in college, career, and community.

Mission Statement: Houghton Kearney school's mission is every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.

Goal 1: Every student meets or exceeds grade-level core standards and is prepared for college, career, and community.

Goal 2: Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional, and physical well-being.

Goal 4: Assure 1 year growth in language acquisition for every English Learner student.

Houghton-Kearney (H-K) Elementary School is a vibrant school and an exciting place to be, both steeped in tradition and moving towards a great future. We strive for every student to be prepared for success in college, career, and community. Houghton-Kearney Elementary School, with an attendance area of approximately 40 square miles, lies in a rural setting. The school has an enrollment of approximately 215 students. Seventy percent of our students are classified as Socioeconomically Disadvantaged. The area is fairly stable, with a small number of students coming from migrant farm labor. The transient population has approximately the same ethnic makeup as the regular school population. The school has always been the hub of the local community as there is not a town nearby. H-K is steeped with tradition with many children and grandchildren of former students attending. One of our major strengths is the involvement of parents in our educational system. The Houghton-Kearney Community Club, School Site Council, and English Learner Advisory Council are all very supportive, involved, and share the vision that each child is prepared for success.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	26
Grade 2	19
Grade 3	25
Grade 4	17
Grade 5	29
Grade 6	21
Grade 7	30
Grade 8	21
Total Enrollment	212

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
Asian	7.5
Filipino	0.5
Hispanic or Latino	62.3
White	27.8
Socioeconomically Disadvantaged	70.8
English Learners	20.3
Students with Disabilities	13.7

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 for Houghton-Kearney	17-18	18-19	19-20
With Full Credential	9	10	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Houghton-Kearney School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>Amplify (Grades 7-8) Adopted 2016-17</p> <p>Amplify ELD Adopted 2018-2019</p> <p>ELD Middle School Hampton Brown Inside Language, Literature and Content Adopted 2010-11</p> <p>Pearson Unit Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Carnegie Learning - Integrated Math I Adopted 2015-2016</p> <p>Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015</p> <p>Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015</p> <p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Discovery Education Science K-6 Adopted 2019-2020</p> <p>McGraw Hill Inspire Science 7-8 Adopted 2019-2020</p> <p>Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05</p> <p>Sexual Health Education, Supplementary Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton Mifflin (Grades K-6) Adopted 2006-2007</p> <p>National Geographic World History- Medieval and Early Modern Times - Student Edition (Grade 7) Adopted 2018-19</p> <p>National Geographic U S History - American Stories Beginning To World War I - Student Edition (Grade 8) Adopted 2018-19</p> <p>Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>EMC Paradigm- Accion (Adopted 05-06)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Houghton-Kearney sits on 9 acres and 30,886 square feet. It contains 16 classrooms at 15,880 sq ft and 7 restrooms at 751 sq ft. The oldest main building was built in 1951. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 5/25/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	CEILING TILE IS BROKEN' CEILING TILE IS LOOSE FLOORING REPAIRS NEEDED,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	DRINKING FOUNTAIN HAS A LOW FLOW FAUCET BROKEN URINAL OUT OF ORDER

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	47	44	44	50	50
Math	34	34	31	33	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	38.7	12.9	22.6
7	25.0	17.9	17.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	145	137	94.48	46.72
Male	80	75	93.75	42.67
Female	65	62	95.38	51.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	88	93.62	32.95
White	37	37	100.00	72.97
Socioeconomically Disadvantaged	107	100	93.46	35.00
English Learners	32	27	84.38	33.33
Students with Disabilities	21	21	100.00	38.10
Students Receiving Migrant Education Services	--	--	--	--
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 2018-19 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	145	141	97.24	34.04
Male	80	79	98.75	35.44
Female	65	62	95.38	32.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	91	96.81	24.18
White	37	37	100.00	51.35
Socioeconomically Disadvantaged	107	103	96.26	28.16
English Learners	32	31	96.88	32.26
Students with Disabilities	21	21	100.00	19.05
Students Receiving Migrant Education Services	--	--	--	--
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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Houghton Kearney welcomes and encourages parent involvement in school activities in a variety of ways. Input is sought from parents, both formally and informally, on a continuing basis through their participation in Beginning of Year Parent Engagement Interest Survey, Coffee with Principal, annual site surveys, English Learner and Migrant program meeting, Local Control Accountability Plan input meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Education Workshops on Social Media and Parent Square, Middle School Town Hall Meetings, Houghton Kearney's Community Club (HKCC), Fundraising Committee Meetings, Back to School Night, Open House, District English Learner Advisory Council, District Advisory Committee, District Migrant Program meetings, Student Success Teams, interim parent conferences in both the fall and spring, award ceremonies during both semesters, sporting and school events. Input from our parents/guardians is used to plan, implement, evaluate, and modify our instructional programs and protocols to improve instruction and close the achievement gap. In addition, parents can take active roles on a daily basis and volunteering to coach, help in classrooms, and chaperone on field trips. Translation and interpretation services are provided.

Contact Person Name: Ezequiel Gutierrez

Contact Person Phone Number: 559-276-5285

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

The Site Emergency Response Plan is updated and aligned with the district plan every year. Relevant names, roles, and contact information are kept current. The plan is presented and reviewed at a staff meeting at the beginning of the year and monitored as needed. Each room has a comprehensive safety plan. Rooms are equipped with land-line phones, disaster code posters, evacuation routes (posted), two-way radios and portable first aid kits. Drills are also conducted every month. The latest Site Emergency Response Plan was approved at the School Site Council on 09/25/2019. The latest plan was discussed on November 13, 2019, with staff members. Surveillance cameras are installed at the site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.6	3.9
Expulsions Rate	0.0	0.0	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		1		28		1		24		1	
1	22		1		22		1		26		1	
2	15	1			23		1		19	1		
3	25		1		21		1		25		1	
4	27		1		30		1		17	1		
5	26		1		25		1		29		1	
6	22		1		27		1		21		1	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	21

Each year categorical money is spent to train teachers in areas consistent with Central Unified School District and Houghton-Kearney Goals. Professional Development, both formal and informal, has been provided in the areas of Common Core Mathematics, Language Arts, Literacy Standards and Practices, CGI Math, NGSS and Curriculum, MTSS academic and behavioral models, English Learner strategies, Integrated and Designated ELD, GATE certification training, Social-Emotional Learning, Lesson Studies in Math and Science, 21st Century Learning Skills (communication, critical thinking, creativity, collaboration), Positive Behavior Intervention System, Engagement Strategies, Data Analysis, Differentiation, Lesson Planning, SBAC testing, and Technology.

Each semester teachers participate in Professional Learning Communities (PLCs). In addition, our teachers meet twice monthly as a staff, to assist in the training to practice the transition of learning. Special education, instructional coaches, GATE staff, and District Office staff, are always invited and encouraged to attend if schedules permit. Each of these professional development areas and training has been selected based upon student/school need and what research has proven to be most effective. Teachers also meet in collaborative groups during PLCs to utilize student performance data to diagnose strength and growth areas and address the needs and professionally develop as the data suggests. PLCs are facilitated by the site's instructional coach, GIA, and principal. In addition, ongoing instructional supervision by site administration includes classroom observations and timely feedback to ensure accountability and reflection of first best instruction and tiered interventions. After school personnel and paraprofessionals are also included in the training to build their capacity and support for the overall Houghton-Kearney program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,520	\$51,374
Mid-Range Teacher Salary	\$68,110	\$80,151
Highest Teacher Salary	\$89,569	\$100,143
Average Principal Salary (ES)	\$109,417	\$126,896
Average Principal Salary (MS)	\$114,433	\$133,668
Average Principal Salary (HS)	\$121,149	\$143,746
Superintendent Salary	\$201,571	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,685.04	\$250.77	\$6,434.27	\$73,949.09
District	N/A	N/A	\$8,972.98	\$72,234.80
State	N/A	N/A	\$7,506.64	\$82,031.00

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.0	2.3
School Site/ State	-53.7	-5.1

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

Types of Services Funded

Houghton-Kearney provides instruction in all core content areas, plus performing arts via the band, choir, and dance. Best first instructional practices are implemented daily by in each classroom in alignment with our Response to Intervention program. Intervention is provided for strategic students in each classroom by the classroom teacher through small group/whole group re-teaching and remediation on targeted skill areas based on the need of the student. Intervention for intensive students occurs on a push-in basis with an instructional aide or Teaching Fellow, Special Education teacher/aide, GATE site coordinator, and through individualized tutoring with teachers and in our after school program. In addition, student intervention assistance and professional development for teachers and aides are funded through categorical funds. Field trips are also provided by fundraising done by the student body and the Houghton-Kearney Community Club. Technology, use of computers and student tablets, is also being used by all staff and students to make instruction accessible to all students and to expand instructional experiences for students. Support Services are offered to all eligible students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.