

Liberty Elementary School

2175 Proctor Valley Rd. • Chula Vista, CA 91914 • (619) 397-5225 • Grades K-6

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



Chula Vista Elementary School District

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Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

Matt Tessier

School Description

Liberty School was the 41st school in the Chula Vista Elementary School District, which now has 46 schools. Liberty is located in an area of relatively new homes and new construction. We opened in July 2004 with 300 students and have grown over the years to a population of 749 students and currently at 729 students. Most of our students live in single family dwellings. Approximately 15% of our students qualify for free or reduced-price meals and 17% are English Learners. Our school population is rich in ethnic diversity.

Mission

Liberty School provides a safe, nurturing, supportive learning environment for every member of the school community. We foster the continuous academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs and prepare them for life in the 21st century. This is accomplished by immersing students in a standards-based curriculum that demonstrates relevance to their lives, provides in-depth experiences in all curricular areas, and provides a strong foundation for future learning. The building blocks of the academic program are commitment, competency, communication and collaboration. Staff members take responsibility for basing instruction on best practices by engaging in ongoing professional development through research, reading, and collaboration. Teachers are adept at using ongoing assessments and data to guide instruction. Techniques, strategies, and results are shared with parents on an ongoing basis, thereby giving parents the opportunity to be true partners in the academic and social growth of their children.

Teachers use the results of standardized tests and other District and site-specific formative and summative assessments to identify learning strengths and gaps, to design the instructional program, and to determine staff development needs.

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	91
Grade 1	96
Grade 2	107
Grade 3	98
Grade 4	117
Grade 5	118
Grade 6	112
Total Enrollment	739

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.1
Asian	1.8
Filipino	15.8
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	0.3
White	17.1
Two or More Races	5.4
Socioeconomically Disadvantaged	16.9
English Learners	18.8
Students with Disabilities	13.1
Foster Youth	0.1

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			
Liberty Elementary School	15-16	16-17	17-18
With Full Credential	32	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Liberty 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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: January 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark ELA and SLA programs adopted 2017-18. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! from Houghton-Mifflin adopted for K-6 in English and Spanish. Adopted Summer 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Liberty Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Liberty's custodial staff performs basic cleaning operations daily.

The physical environment at the school also contributes to the safety on site. Grounds are clean and well-lit, both day and night. Signs are posted which require any visitors to register at the school office. School buildings and classrooms are well-maintained and free of physical hazard. The custodian inspects grounds daily before students arrive. Any safety issues and necessary repairs are made immediately. Parking areas are clearly designated, and there are established pick-up and drop-off areas.

School and classroom design and conditions, as well as practiced routines and procedures, provide a safe and orderly environment that supports teaching and learning. Students are supervised before school and during school. Any student not picked up on time is brought to the office until an adult comes.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/7/2017

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		600 girl's RR: #1 STALL TOILET SEAT LOOSE 607 RR: hallway walls dirty Admin reception: Front counter wood stained , tackboard stained and dirty CR 307: Laminate strip on teaching wall missing CR 403: stained ceiling tile CR 407: Laminate coming loose on teaching wall CR 408: Drinking fountain low pressure , cleaners under sink , stained ceiling tile CR 503: 4) ceiling tile CR 504: Pencil sharpener broken , stained ceiling tile CR 607: GFCI loose , fire extinguisher not close to door exit , laminite loose Health office: R/R toilet seat loose RESOURCE ROOM: covebase off wall , Data coverplates off walls Staff lounge: ceiling tiles off grid
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Admin reception: Front counter wood stained , tackboard stained and dirty
Electrical: Electrical	X			300 boys RR: GFCI does not work CR 404: lamp out CR 601: GFCI does not work , cleaners under sink , CR 607: GFCI loose , fire extinguisher not close to door exit , laminite loose RESOURCE ROOM: covebase off wall , Data coverplates off walls Stage electrical: Electrical Panels blocked , door does not open properly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 408: Drinking fountain low pressure , cleaners under sink , stained ceiling tile KCR 605: Drinking fountain low pressure Media Center Girl's RR: #1 stall toilet seat loose
Safety: Fire Safety, Hazardous Materials	X			CR 301: cleaner under sink CR 306: cleaner under sink CR 408: Drinking fountain low pressure , cleaners under sink , stained ceiling tile CR 601: GFCI does not work , cleaners under sink , KCR 606: cleaners under sink
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/7/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 402: door does not close properly Multiple purpose custodian: door does not close properly Multiple purpose: door does not close properly Playground: Wood chips -Play structure Stage electrical: Electrical Panels blocked , door does not open properly	
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	64	72	62	62	48	48
Math	65	65	48	49	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	83	80	67	62	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
5	14.4	35.6	24.6

* 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	112	107	95.5	80.4
Male	45	41	91.1	82.9
Female	67	66	98.5	78.8
Filipino	17	17	100.0	94.1
Hispanic or Latino	64	59	92.2	72.9
White	20	20	100.0	85.0
Socioeconomically Disadvantaged	22	21	95.5	57.1
Students with Disabilities	12	9	75.0	33.3

* 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	445	435	97.75	71.72
Male	228	223	97.81	66.37
Female	217	212	97.7	77.36
Black or African American	13	13	100	53.85
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	56	56	100	82.14
Hispanic or Latino	268	260	97.01	72.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	70	97.22	68.57
Two or More Races	24	24	100	79.17
Socioeconomically Disadvantaged	89	89	100	65.17
English Learners	104	100	96.15	65
Students with Disabilities	56	51	91.07	25.49
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	445	435	97.75	64.6
Male	228	223	97.81	65.92
Female	217	212	97.7	63.21
Black or African American	13	13	100	53.85
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	56	56	100	75
Hispanic or Latino	268	260	97.01	61.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	70	97.22	64.29
Two or More Races	24	24	100	83.33
Socioeconomically Disadvantaged	89	89	100	53.93
English Learners	104	100	96.15	49
Students with Disabilities	55	50	90.91	16
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)

Contact person: Principal Charles Grisier

Contact Person Phone Number: (619) 397-5225

Liberty School welcomes parent and community involvement in the school. Our school motto is, "Working together We Learn." We have a Parent Teacher Committee (PTC) that is very active and supportive of the school. The PTC organizes school-wide activities such as the annual Mother/Son and Father/Daughter Dances, Festival, and Family Movie Nights. It also supports the educational focus by helping to purchase books for the library. Every class has a PTC room parent who serves as a room parent who coordinates class-specific activities.

Other parent involvement opportunities include our School Site Council (SSC) comprised of parents, teachers, the principal, and other school personnel. Members are elected every two years and oversee the categorical budget of the school, as well as develop the Single Site Plan for school improvement and the Emergency Procedures Plan. Family Read is a monthly event where families come to school, learn a reading strategy, and then go and read with their child(ren).

The English Language Advisory Committee (ELAC) is comprised of parents, teachers, the principal, and other school personnel. This group shares information and studies issues and concerns relating to the second language acquisition program at the school.

We also have opportunities for parents and community members to volunteer for various functions throughout the year. Additionally, we have a variety of parents who volunteer to run after school clubs such as Robotics, art, garden club and co-coach on our Kickball, Basketball and Soccer teams.

Outside of these formal structures, parents and community members are always welcome to volunteer in the classrooms at any time upon arrangements with the individual teachers.

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

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse prevention education programs, anti-bullying assemblies, child abuse awareness, a program directed toward gang suppression, peer mediators and a School Safety Patrol. We work in conjunction with the police department, as well as the fire department to ensure that our school is safe and that staff is aware of safety procedures. The School Site Council approved the School Safety Plan on October 5, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.6
Social Worker	.075
Nurse	0.45
Speech/Language/Hearing Specialist	1.6
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

* 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	20	20	1	3	3	5	2	2			
1	20	22	23	3	1		1	3	4			
2	23	23	20			3	4	4	2			
3	23	24	25	1	1		5	4	3			
4	30	26	24		1	1	2	3	4			
5	30	30	30				4	4	4			
6	25	27	26	1		1	4	4	4			
Other		14			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

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Although our school-wide goal is focused on writing, additional staff development topics for 2017-18 include:

1) Analysis of student assessment data, 2) the Common Core State Standards, and 3) Conceptual Mathematics. Grade level representatives attended staff development provided through the district office in the Gradual Release of Responsibility model, looking at student work, and collaborative group processes to improve student achievement. Consultants provided training on techniques to explicitly instruct comprehension strategies, and strategies to improve academic vocabulary. We have engaged in professional learning about Close Reading, incorporating more informational texts in classroom instruction and increasing the level and quality of student discussions. Much of our work revolves around utilizing effective teaching strategies to meet the needs of our English Learner students. The site-based Resource Teacher models lessons, coaches teachers and participates in developing and delivering professional development. We are utilizing Language Frames to encourage and build academic discourse and we are expanding our GLAD expertise. Our 3 Cycles of Professional Learning are centered on small group reading instruction. PLC #1 focused on routines and procedures for small group reading, Cycle 2, focused on using the Benchmark Leveled Readers in small group reading and cycle 3 is focused on developing higher level questions to elicit collaborative conversations/discussions.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,814.49	\$2,930.63	\$6,883.86	\$78,725.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-6.7	9.0
Percent Difference: School Site/ State			14.9	4.2

* Cells with ♦ do not require data.

Types of Services Funded

English Learner Support: English Learners participate in Imagine Learning, a supplemental, computer-based program to accelerate English proficiency. State funds also increase the amount of time the LEP aide is available to provide supplemental services and support to students and teachers. Achieve 3000, also an online learning accelerator, has been purchased for struggling students. This is aimed at increasing Reading Comprehension skills, as well as vocabulary and fluency. Instructional assistants provided reading support for students in Grades 1 and 2. Accelerated Reader is used to assess student fiction reading level on the STAR test. Simultaneously, we also have Dreambox to support student math learning. Additionally, on-site teaching staff provided additional support to students in the area of reading.

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.