Cache Creek High School

14320 Second St./P.O. Box 388 • Yolo, CA 95697-0298 • (530) 662-4331 • Grades 9-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Woodland Joint Unified School District
435 Sixth Street
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District Governing Board

Debbie Decker, President

Morgan Childers, Vice President

Karen Rosenkilde-Bayne, Clerk

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Vacant Position

District Administration

Thomas Pritchard
Superintendent

Elodia Ortega-Lampkin
Associate Superintendent
Educational Services

Lewis Wiley, Jr.
Assistant Superintendent
Business Services

Danyel Conolley
Senior Director
Human Resource Services

Principal's Message

Our staff, students, and parents work together to provide a positive learning environment that supports academic and social growth for all students. Teachers work diligently to provide students with a relevant curriculum that supports college and career options for all students.

Our mission: To provide a safe, supportive environment that fosters positive behavior, personal responsibility and academic growth while addressing individual student needs.

CCHS provides tiered interventions academically, and has a robust Positive Behavior Interventions and Support (PBIS) program. The school-wide focus is for students to be "Present, Positive, Productive, and Reflective."

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the city is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, eleven elementary schools, one charter elementary school, two middle schools, two traditional senior high schools, a continuation high school, and an adult school, and serves approximately 10,550 students.

Cache Creek High School is WJUSD's continuation high school and serves students who may not be meeting graduation requirements in the traditional high school setting. The school operates on a traditional calendar, an average of approximately 150 students enrolled in grades eleven and twelve. Enrollment fluctuates throughout the school year and the school usually serves double the October enrollment number reported to the CDE.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 10	2
Grade 11	43
Grade 12	91
Total Enrollment	136

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.7
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	0.0
Hispanic or Latino	78.7
Native Hawaiian or Pacific Islander	0.7
White	14.7
Socioeconomically Disadvantaged	84.6
English Learners	17.6
Students with Disabilities	16.2
Foster Youth	2.2

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			
Cache Creek High School	**16-17**	**17-18**	**18-19**
With Full Credential	9	9	9
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Woodland Joint Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Cache Creek High School	**16-17**	**17-18**	**18-19**
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 2018-19)

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Holt, Rinehart, & Winston Adpoted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Big Ideas Math/Houghton Mifflin Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Globe Fearon Adopted 2002 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Pearson Prentice Hall Adopted 2006 McDougall LIttell Adopted 2006 Glencoe McGraw Hill Adopted 2000 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
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)

Cache Creek High School, originally constructed in 1926, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 9 classrooms, a cafeteria, library and office. Four of the classrooms are portable buildings. Facility information is current as of July 17, 2018.

Cleaning Process
The principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/17/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Administration: 4: (D) Ceiling tiles are stained Room 02: 4: (D) Ceiling tiles are stained Room 05: 4: (D) Floor tiles are missing damaged, or loose 10: (D) Fire extinguisher is missing Room 07: 4: (D) Ceiling tiles missing, damaged or loose 10: (D) Fire extinguisher is not properly mounted Room 11: 4: (D) Ceiling tiles missing, damaged or loose 6: (D) Bird droppings evident Maintenance and Operations Work Orders #32911, #32920, #32921, #32924, and #32928
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 11: 4: (D) Ceiling tiles missing, damaged or loose 6: (D) Bird droppings evident Room 12: 6: Birds droppings on hand rails (D) Evidence of birds or nests Maintenance and Operations Work Orders #32928 and #32929
Electrical: Electrical	Fair	Library: 7: (D) Improper usage of extension cords or extension cord trip hazard Room 06: 7: (D) Lighting covers are missing, damaged, or loose Room 10: 7: (D) Lighting covers are missing, damaged, or loose 10: (D) Fire extinguisher is missing Maintenance and Operations Work Orders #32914, #32922, and #32927

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/17/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Mens: 9: Trim coming off Womens: 9: Outside fountain trim coming off Maintenance and Operations Work Orders #32916 and #32931
Safety: Fire Safety, Hazardous Materials	Fair	Room 05: 4: (D) Floor tiles are missing damaged, or loose 10: (D) Fire extinguisher is missing Room 07: 4: (D) Ceiling tiles missing, damaged or loose 10: (D) Fire extinguisher is not properly mounted Room 10: 7: (D) Lighting covers are missing, damaged, or loose 10: (D) Fire extinguisher is missing Maintenance and Operations Work Orders #32921, #32924, and #32927
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Basketball Courts: 14: Lots of cracks (D) Significant cracks, trip hazards, holes or deterioration Maintenance and Operations Assessing
Overall Rating	**Fair**	

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

	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	7.0	6.0	38.0	40.0	48.0	50.0
Math	0.0	0.0	27.0	29.0	37.0	38.0

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					
Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 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.

School Year 2017-18 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	71	51	71.83	5.88
Male	50	37	74.00	8.11
Female	21	14	66.67	0.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	52	37	71.15	5.41
White	12	10	83.33	10.00
Socioeconomically Disadvantaged	61	43	70.49	6.98
English Learners	21	15	71.43	0.00
Students with Disabilities	--	--	--	--
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 2017-18 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	71	38	53.52	0
Female	21	10	47.62	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	52	27	51.92	0
White	12	7	58.33	0
Socioeconomically Disadvantaged	61	33	54.1	0
English Learners	21	10	47.62	0
Students with Disabilities	--	--	--	--
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 2018-19)
The school district benefits from extensive support from parents and community members. Cache Creek High School is happy to provide opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, English Learner Advisory Committee (ELAC), School Site Council (SSC), Thanksgiving Luncheon and the Spring Festival.

Parents are welcomed and encouraged to stop by CCHS to meet with office staff, counselor, teachers and the Principal to discuss their student's progress and to be a positive influence in their student's education. Our staff has recognized that parent involvement is one of the most important elements of school climate and the school encourages parental involvement in all elements of the education process.

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
Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers. Visitors to the school must check in at the office and wear a visitor's badge while on campus.

Cache Creek High School's Site Safety Plan is revised each year by the School Site Council, which consists of the principal, teachers, other staff, parents, and students. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted twice a year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last reviewed with staff and approved by School Site Council, December, 2017.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	21.6	24.8	20.5
Expulsions Rate	0.0	0.4	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.6
Other	2.4
Average Number of Students per Staff Member	
Academic Counselor	180

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	8.0	5.0	3.0	20	30	49						
Mathematics	6.0	7.0	4.0	4	2	16						
Science	12.0	19.0	19.0	7	3	4		1				
Social Science	12.0	10.0	9.0	15	18	22	1					

* 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

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
UC Davis Math Project: Focus on Conceptual Understanding, TK-12
Ethnic Studies with the Acosta Group, Preschool-12
UC Davis History Project: Understanding the History/Social Science Framework, TK-12
Literacy for All Content Areas with Maria Losee, Grades 5-12
Restorative Practices, TK-12
Innovator Cohort: Google certification classes for teachers

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,910	$47,547
Mid-Range Teacher Salary	$62,933	$74,775
Highest Teacher Salary	$87,121	$93,651
Average Principal Salary (ES)	$106,757	$116,377
Average Principal Salary (MS)	$114,823	$122,978
Average Principal Salary (HS)	$121,527	$135,565
Superintendent Salary	$211,312	$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,288	$338	$6,950	$58,464
District	◆	◆	$4,126	$66,356
State	◆	◆	$7,125	$76,522
Percent Difference: School Site/District			68.4	-4.1
Percent Difference: School Site/ State			30.0	-15.6

*   Cells with ◆ do not require data.

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.

Types of Services Funded

Woodland Joint Unified School District spent an average of $11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2017-2018 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Cache Creek High School	2014-15	2015-16	2016-17
Dropout Rate	19.0	18.9	18.6
Graduation Rate	68.4	66.2	67.6
Woodland Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	5.8	6.5	5.7
Graduation Rate	90.4	90.9	88.3
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	16.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	90.9	93.3	88.7
Black or African American	0.0	100.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	95.3	93.7	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	72.7	89.3	92.1
Two or More Races	100.0	90.9	91.2
Socioeconomically Disadvantaged	97.1	95.5	88.6
English Learners	66.7	52.7	56.7
Students with Disabilities	75.0	88.7	67.1
Foster Youth	100.0	75.0	74.1

Career Technical Education Programs

It is the goal of Cache Creek High School for students to understand the importance of academic subjects and to experience how employees apply subject learning to work situations. Cache Creek High School does not provide a vocational program, however students are encouraged to participate in Woodland High School and Pioneer High School's ROP programs. The school's program focuses on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

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.