



Rosamond High School, Early College Campus

2925 Rosamond Blvd. • Rosamond, CA 93560 • (661) 256-5020 • Grades 9-12

Lisa Aqenenni, Principal
LAqenenni@skusd.k12.ca.us
www.skusd.k12.ca.us

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



Southern Kern Unified School District

2601 Rosamond Blvd.
Rosamond, CA 93560
(661) 256-5000
www.skusd.k12.ca.us

District Governing Board

Yolanda Sanchez
President

Larry Tanksley
Vice President

Carol Robinson
Clerk

Jim Bender
Board member

Mario Gutierrez
Board member

District Administration

Barbara Gaines
Superintendent

Leanne Hargus
Associate Superintendent

Jonathan Barth
Chief Business Officer

Sheryl Taylor
Director Of Special Education

Dan Wexler
Director of IT and Curriculum Support

Noemy Herrera
Director of Special Programs

School Description

District & School Profile

The Southern Kern Unified School District is comprised of two elementary schools, a middle school, a high school, independent study, and a continuation high school.

Rosamond High School Early College Campus is a four-year comprehensive high school that is a member of the Western Association of Secondary Schools and Colleges (WASC). In October 2019, RHECC completed their WASC visit. We are currently waiting confirmation from the state for our accreditation status. Students, parents, and community believe that the primary role of RHSECC is to serve the community by being the center of learning and growth. We provide the opportunity for every student to learn and achieve success in an environment that is safe, supportive, and conducive to learning. We work together to provide academic, artistic, athletic, and technical education so that our students will be well-rounded people, capable of making informed decisions. Student Learner Outcomes (SLO) referred to as the Roadrunner Way.

District Mission Statement

Southern Kern Unified School District will offer a quality education, by providing the basis for students to be moral, ethical, responsible, and compassionate people, becoming critical thinkers who seek knowledge and possess technological proficiency and collaborative skills. Our student will become self-motivated and involved citizens of the future. The District has made a firm commitment to the following four priorities: Safety, Student Learning Outcomes, Support of the community and Soundness of resources.

RHSECC Mission Statement

To provide our diverse student body with the best education possible and to instill in them a passion for life-long learning in partnership with our parents and our community.

RHSECC Vision Statement

RHSECC will provide for students to develop as moral, ethical, responsible, and compassionate citizens while developing as critical thinkers who seek continual knowledge. RHS will encourage technological proficiency and collaborative skills in order to enable its students to become self-motivated and involved citizens.

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
Grade 9	245
Grade 10	202
Grade 11	209
Grade 12	194
Total Enrollment	850

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	0.6
Asian	0.7
Filipino	0.7
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	0.5
White	30
Two or More Races	3.1
Socioeconomically Disadvantaged	61.5
English Learners	8.1
Students with Disabilities	17.2
Foster Youth	0.7
Homeless	3.8

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 Rosamond High	17-18	18-19	19-20
With Full Credential	34	34	36
Without Full Credential	16	16	3
Teaching Outside Subject Area of Competence	4	4	0

Teacher Credentials for Southern Kern Unified	17-18	18-19	19-20
With Full Credential	♦	♦	151
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Rosamond High School, Early College Campus

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	3	2
Vacant Teacher Positions	0	1	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)

Southern Kern Unified School District held a public hearing on #####, and determined that each school within the district had 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 laptops with e-books, standards-aligned textbooks, and instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school as of November 2016.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Common Core Literature Grade 9 2015 Pearson Common Core Literature Grade 10 2015 Pearson Common Core Literature Grade 11 2015 Expository Reading Writing Course Grade 12 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	CA Common Core Algebra 2015 CA Common Core Algebra 2 2015 CA Common Core Geometry 2015 Sullivan, Algebra and Trigonometry 2015 Common Core Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Miller and Levine Biology 2014 Pearson Chemistry 2012 AgrScience Explorations, Fourth Edition Pearson Health 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall US History Prentice Hall World History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Avencemos 2013 Level 1 Avencemos 2013 Level 2 Avencemos 2013 Level 3 Avencemos 2013 Level 4 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Pearson Health 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Visual and Performing Arts	Music Appreciation, Rager Kamien, 11th Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	Miller and Levine Biology 2014 Pearson Chemistry 2012 Physical Science 2014 Hewitt Conceptual Physics 2014 I The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Rosamond High School Early College Campus is comprised of 60 classrooms, a College Center, Media Center, Student Center, a gym, staff lounge, and workroom. The facility strongly supports teaching and learning through its ample classroom and ground space.

Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/26/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Stall in restroom won't flush: Football Field Men's Restroom Stall will not flush: Locker Room Boys Restroom Stall will not flush: Locker Room Girls Restroom Only 1 of 2 fountains is functional: Football Field
Safety: Fire Safety, Hazardous Materials	Good	Fire alarm pull is obsolete and needs to be removed: Playground
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	98.81%

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	43	45	29	33	50	50
Math	13	13	14	18	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
9	25.7	21.7	13.5

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	186	180	96.77	45.00
Male	85	84	98.82	35.71
Female	101	96	95.05	53.13
Black or African American	22	20	90.91	50.00
Asian	--	--	--	--
Hispanic or Latino	95	94	98.95	43.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	57	98.28	49.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	118	95.93	39.83
English Learners	19	18	94.74	22.22
Students with Disabilities	28	25	89.29	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	186	181	97.31	12.71
Male	85	83	97.65	12.05
Female	101	98	97.03	13.27
Black or African American	22	20	90.91	15.00
Asian	--	--	--	--
Hispanic or Latino	95	93	97.89	17.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	57	98.28	7.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	119	96.75	11.76
English Learners	19	18	94.74	5.56
Students with Disabilities	28	25	89.29	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

There are multiple opportunities for parental involvement. At the beginning of the school year parents are invited to "Back to School Night" which provides an opportunity for parents to become familiar with their child's school and teacher. During registration, parents are required to enroll in our Parent Portal, which provides parents the opportunity to check on their students grades and immediately contact teachers through email. Parent conferences are held each year at the end of the first quarter. Parents are welcome to visit classrooms with advanced arrangements. Committees such as School Site Council, Athletic volunteers, Band Boosters, and AVID nights are additional avenues for parental involvement. The school includes parents in fundraisers, assemblies, dances, performances, and sporting events.

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

Rosamond High School's Comprehensive School Site Safety Plan was last revised in May 2019, by school administrators and staff representatives. All staff members and parents have access to the plan and annually review the school site safety policies. Southern Kern Unified School District has established Standards of Excellence. Among these standards are: "The Southern Kern Unified School District will maintain safe, secure, and efficient campuses that promote positive attitudes, high morale, and an enriched learning/working environment" and "Facility and grounds cleanliness will meet district standards." Rosamond High School meets these standards.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and earthquake drills are held once a month while earthquake drills are held once a quarter. 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.

Students are supervised throughout the day by campus security officers and administrators. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.8	5.6	5.3
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	8.5	6.3	7.1
Expulsions Rate	0.0	0.3	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*	283.3

* 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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

* 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	2016-17 Average Class Size	2016-17			2017-18			2018-19				
		# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	16	32	20	1	11	61	19		12	48	22	
Mathematics	19	15	21		14	33	14		14	42	12	
Science	19	18	13	2	14	26	11		14	22	10	
Social Science	17	19	15		12	32	14		13	28	16	

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	0	0

The Southern Kern Unified School District believe that staff development is an important component in maintaining a positive, enriching learning environment for students. The focus of staff development has been developed at the school site based on the school's annual plan for Student Achievement. Staff members are encouraged to participate in workshops and/or conferences that provide them with the latest information and trends in their particular teaching areas. The district has taken an active interest in facilitating professional development at all levels as demonstrated by implementation of paid Professional Development days, during the school year, in which the district sponsors all day workshops for all grade levels. Teachers are supported with coaches, department chairs and principal led mentoring as needed. All new teachers participate in BTSA. Staff meet regularly within each department to review pertinent data and discuss areas of student achievement. Teachers are encouraged to attend conferences within their discipline.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,350	\$46,208
Mid-Range Teacher Salary	\$73,313	\$72,218
Highest Teacher Salary	\$91,397	\$92,742
Average Principal Salary (ES)	\$105,239	\$134,864
Average Principal Salary (MS)	\$119,427	\$118,220
Average Principal Salary (HS)	\$132,840	\$127,356
Superintendent Salary	\$198,156	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

* 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	\$5,433	\$638	\$9224	\$65579
District	N/A	N/A	\$9224	\$65579
State	N/A	N/A	10653	\$80680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	-14.4	-20.6

Note: Cells with N/A values 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

In addition to general state funding, Rosamond High Early College Campus receives state and federal funding for the following categorical funds and other support program:
 Title II
 Title III

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Rosamond High School, Early	2015-16	2016-17	2017-18
Dropout Rate	0	2.2	6
Graduation Rate	98	95.6	94

Rate for Southern Kern Unified School	2015-16	2016-17	2017-18
Dropout Rate	8.3	7.3	12.6
Graduation Rate	85.9	85.7	87

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	555
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Career Technical Education Programs

Rosamond High School Early College Campus instructional programs foster acquisition and growth of vital work readiness skills including critical thinking, problem-solving, communication, use of technology, interpersonal relationships, and civic responsibilities. Specialized programs for students are offered which integrate career learning and work readiness as follows:

- Carl Perkins Vocational Education
- Youth Employment Program

Students have an opportunity to enroll in career technology courses which provide students with hands-on experiences connected to job skill applications.

*Construction Trades/Advanced Construction Trades

*Computer Assisted Design

*Digital Imaging

*Automotive/Advanced Automotive

A+ Certification

*Welding/Advanced Welding

*Video Bulletin

*Video Production

*Health Careers

* patient Care Tech's(currently being established)

The needs of all students are addressed

Students in CTE classes participate in hands on technical training to help prepare them for a career in that specific trade. Measurable outcomes are identified through the use of Precision Exams which given the student the opportunity to attain Industry recognized certificates of competency.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.18
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	17.34

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

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.