

# Deer Creek Elementary School

805 Lindley Ave. • Nevada City, CA 95959 • (530) 265-1870 • Grades K-4  
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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Nevada City School District**

800 Hoover Ln.  
Nevada City, CA 95959  
(530) 265-1820  
www.ncsd.k12.ca.us

### **District Governing Board**

### **District Administration**

Trisha Dellis  
**Superintendent**

### **School Description**

Mission Statement: To help children achieve their full potential in an innovative and nurturing environment.

At Deer Creek School we pride ourselves in providing a strong academic program, as well as an enriching and exciting one. Our students engage in a comprehensive curriculum that integrates the core areas of reading, writing, mathematics, science, engineering, social studies, as well as music, physical education, art, and technology into rich and interactive learning experiences. School values are based on positive behavior and focus on our three school promises: Be Kind, Be Safe, and Be Responsible. Students learn nine different tools such as breathing, personal space, and the garbage can tool to use in dealing with personal and social conflict. Whether it is helping a student who is new to our school, holding the door for the class, or picking up an item someone has dropped, Deer Creek students model good citizenship and are rewarded for exhibiting "Deer Creek Pride".

### **Principal's Message**

Deer Creek's tradition of academic excellence is tried and true. We have a proven track record of success through traditional education practices spanning over three decades and we remain on the cutting edge by moving ahead with the implementation of the State Standards and incorporating STEAM into our school day. Our testing scores and rankings have been consistently among the best in Nevada County and the state. At Deer Creek School we pride ourselves in providing a strong academic program as well as an enriching and exciting one. Our students engage in a comprehensive curriculum that integrates the core areas of reading, writing, mathematics, science, engineering, and social studies, as well as music, art, and physical education into rich and interactive learning experiences. We strive to apply our rigorous academic content into real life applications, creating opportunities for students to collaborate and communicate. We also provide the following enrichment classes: Healthy Kids/Fitness, Music, Exploring STEM and Library. Additionally, we are proactive in recognizing positive behavior and focus on our three school promises: Be Kind, Be Safe, and Be Responsible. Students learn nine different tools such as breathing, personal space, and the garbage can tool to use in dealing with personal and social conflict.

Throughout the year, we incorporate programs to broaden student's experiences. Our Farm-to-School program includes field trips to local farms, local farmer visits to each classroom, food tasting, a school orchard, and a weekly garden cart during growing seasons. We have a strong Art Docent program and provide educational and enrichment assemblies.

We are fortunate to have excellent teachers who are well experienced yet open to new and innovative ideas, who understand that sound research based teaching practices, are fundamental to improved student achievement and realize that student connection and relationships are paramount to achieving this. Staff members maintain high expectations for students' academic, social and emotional growth and development. Teachers also hold expectations high for themselves as

### 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	87
Grade 3	85
Grade 4	96
<b>Total Enrollment</b>	<b>417</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.2
Asian	0.5
Filipino	0.2
Hispanic or Latino	8.9
Native Hawaiian or Pacific Islander	0
White	80.6
Two or More Races	7.2
Socioeconomically Disadvantaged	33.8
English Learners	1.7
Students with Disabilities	7.2
Foster Youth	0.2

they collaborate weekly, analyze data to drive instruction, and identify best teaching practices. Deer Creek's instructional program uses a variety of strategies and differentiated instruction to ensure the success of all students. For students needing additional academic assistance, we offer academic support through Math and Reading intervention, speech therapy, and exceptional special education programs. Our Student Success Team works together to identify and address needs of children and families needing support. We connect students and families to academic, health, social services, and resources to help remove barriers to learning and to support academic achievement. We collaborate with community partners to provide wrap around services to those in need.

Deer Creek is an outstanding school that students, families, staff, and the community are all very proud of. With our long history of educational excellence and our abundance of enrichment programs, we feel we offer the best in public school education.

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Deer Creek Elementary School	14-15	15-16	16-17
With Full Credential	22	21	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Nevada City School District	14-15	15-16	16-17
With Full Credential	♦	♦	46
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Deer Creek Elementary School	14-15	15-16	16-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers**

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	SRA, Imagine It! The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt, GO Math! The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Deer Creek Elementary School was originally constructed in 1978. The school is currently comprised of 19 classrooms, a main office, library, STEM room, computer lab, music room, a fitness center, staff lounge, cafeteria/multi-purpose room, a workroom, psychologist's office, speech /language room, three outdoor play areas, and a field area which is also used by local community sports groups.

Deer Creek Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. Deer Creek's custodial staff includes two full-time custodians. A joint effort between students and staff helps keep the campus clean and litter-free.

The Nevada City School District's Maintenance Director oversees a scheduled maintenance program. School safety is a priority at Deer Creek School and emergency repairs are given the highest priority. School Safety checklists are completed annually and reviewed by the district's Safety Committee. To keep student learning a priority, heavy maintenance functions occur during vacation periods.

The following improvements are being considered for 2016-2017: Improvements to the playing fields.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			sporting field needs improvements

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	57	62	55	59	44	48
Math	52	56	40	44	34	36

\* 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

\* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	87	96.7	66.7
	4	96	93	96.9	57.0
Male	3	46	45	97.8	60.0
	4	46	45	97.8	55.6
Female	3	44	42	95.5	73.8
	4	50	48	96.0	58.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
White	3	74	71	96.0	69.0
	4	74	72	97.3	59.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	15	14	93.3	50.0
	4	16	16	100.0	37.5
English Learners	4	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	12	92.3	16.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	87	96.7	75.6
	4	96	93	96.9	37.6
Male	3	46	45	97.8	77.8
	4	46	45	97.8	42.2

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	44	42	95.5	73.2
	4	50	48	96.0	33.3
Black or African American	3	--	--	--	--
	4	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
White	3	74	71	96.0	78.6
	4	74	72	97.3	43.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
Socioeconomically Disadvantaged	3	15	14	93.3	57.1
	4	16	16	100.0	6.3
English Learners	4	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	12	92.3	16.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Like all successful schools, we understand the importance of building strong relationships with our families and the surrounding community. The Deer Creek Parent Teacher Club is an organization of actively involved parents who work tirelessly to enhance our school academic and enrichment programs. We work hard to keep these partnerships alive and flourishing.

Parents at Deer Creek School have the opportunity to be actively involved in a wide spectrum of activities ranging from classroom support to participating on district committees. In addition to classroom and school volunteers, parents can be involved with our Parent Teacher Club (PTC), the School Site Council, the Art Docent Program, the Farm to School Program, and the Nevada City Schools Foundation.

The Parent Teacher Club meets monthly to organize activities and fundraisers to support Deer Creek Elementary School. Activities organized by the PTC include, but are not limited to:

- Annual Deer Creek Mini Marathon
- Evening Event – Casino Night
- Duck Race

Grocery Benefit  
 Staff Appreciation Luncheon  
 Ice Cream Fun Fridays  
 Garden Stand  
 Read-A-Thon  
 K – 4th Field Days  
 3rd Grade Continuity and Change Days

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

Student safety is a primary concern of Deer Creek Elementary School. Teachers monitor students on campus before and after school, and classified staff supervise students during the recess and lunch break. All visitors must sign in at the school’s office and receive proper authorization to be on-site. Visitors are asked by the staff to display their pass at all times.

The Safety Committee revises Deer Creek Elementary School’s Safety Plan annually in the fall, and throughout the year as needed. Changes are reviewed immediately with all staff members. Key elements of the Safety Plan highlight the school’s Disaster Preparedness Plan and staff response during an emergency. Emergency drills are held on a regular basis; fire and earthquake drills are held four times per year, and secure campus drills are conducted at least twice yearly.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.2	0.7	0.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.9	4.0	3.0
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	50.0	

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)	.8
Psychologist	.6
Social Worker	
Nurse	.2

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	.8
Resource Specialist	.4
Other	
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	24	22			1	2	2	2			
1	23	22	24				3	3	3			
2	23	27	22				4	3	4			
3	28	22	29				3	3	3			
4	27	24	32				3	3	3			
Other	23	24	17			1	2	2				

### Professional Development provided for Teachers

The Nevada City School District certificated teachers have three professional development days in addition to eight (8) Early Release Student Days to provide staff a variety of professional growth opportunities in curriculum development, teaching strategies, and methodologies. Professional development for the most recent three (3) school years (2014/15, 2015/16, 2016/17) includes the following topics:

#### Assessment for Learning

- Benchmark analysis
- Formative data collection
- Smarter Balance (SBAC): digital item bank and Performance Tests
- STAR – Science only for 5th and 8th grades

#### Student Support Services

- Instructional Interventions and Strategies
- Differentiated Instruction
- Executive Functioning
- Positive Behavioral Interventions & Supports (PBIS)
- Love and Logic Training
- Toolbox Training
- Student Assistant Program

#### Technology

- GAPE (Google Aps for Education)
- Google Docs
- Technology safety and use
- Naiku

#### State Standards

- Implementation
- Grade level or department collaboration regarding common benchmarks
- Mathematics adoption of Go Math and Big Ideas
- English Language Arts adoption of Journeys and Study Sync
- Family Life and Sexual Health curriculum adoption of Positive Prevention Plus

#### Teacher Induction

- Beginning Teacher Support and Assessment (BTSA) – 2 year program
- New Teacher Mentor Program

Workplace Wellness

- Food and Moods/Fitness/Stress Management
- Mindful Meditation
- Yoga, Foam Rolling, Qigong and Tai Chi classes

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,967	\$41,085
Mid-Range Teacher Salary	\$60,097	\$59,415
Highest Teacher Salary	\$76,142	\$75,998
Average Principal Salary (ES)	\$79,635	\$100,438
Average Principal Salary (MS)	\$79,635	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$152,162	\$116,069
Percent of District Budget		
Teacher Salaries	36%	33%
Administrative Salaries	7%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Parent Support

Eight week parenting class offered. The classes offered address strategies to help students be successful in school, homework, organization at home, and communication between home and school.

Professional Development

Continued education is vital to supporting a growing and improving educational environment. Staff members have opportunities throughout the year to attend professional workshops, work with county coaches in specific areas or attend county-wide staff development days with a menu of learning choices.

Safety

Deer Creek School takes safety seriously and is in compliance practicing a variety of drills throughout the year.

Special Education

Individuals with Disabilities Act (IDEA): Is a Federal program that provides supplemental instructional support for students with an active Individualized Education Plan (IEP) in the form of specialized academic instruction, speech and language services, and counseling services.

Special Education: Is a State program that provides funding for Special Day Class (SDC), Resource teachers, instructional aides, speech and language services, and counseling. The district provided SDC teachers, RSP teachers, Speech and Language Therapists, School Psychologists, and instructional assistants for these programs. The annual State funding that NCSD receives rarely covers the costs of implementing the Special Education programs. The needed additional funding comes from the General Fund.

Williams Settlement Act Instructional Materials

Ensures that all students with standards-aligned textbooks and materials in subject areas having specific CCSS (State) standards. The district must submit quarterly reports to the State of California.

Student Enrichment

After School Enrichment: Three (3) Sessions of enrichment classes offered to students, each session lasting six (6) to eight (8) weeks.

Individual Parent Donations: Specifically used to support field trips, technology, and the performing arts.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9275.44	1997.53	7277.91	69536.17
District	◆	◆	7734.10	66083.66
State	◆	◆	5455.00	57019.00
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

\* Cells with ◆ do not require data.

**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.