



Katherine Finchy Elementary

777 Tachevah Dr. • Palm Springs, CA 92262-4903 • (760) 416-8194 • Grades K-5

Arlan Anderson, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
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Shari Stewart, President
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**Assistant Superintendent,
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School Description

Katherine Finchy Elementary School is an educational environment where individual differences and the rights of other are respected. We believe that every child will succeed with the help of his/her parents and teachers to his/her maximum potential in a safe and orderly academic environment.

Katherine Finchy Elementary school is located near Desert Regional Medical Center. It was named after Miss Katherine Finchy, a highly respected teacher, principal, and superintendent who came to Palm Springs Unified School District in 1921. The original school was dedicated in 1951 with the new building being dedicated in 1998. The school currently serves 650 kindergarten through fifth grade students. It is also the home of the preschool Steps To Achieving Readiness Program (STAR).

Katherine Finchy School has a heritage of strong commitment to student learning. Many students attend Katherine Finchy School on intra-district transfers under the school of choice guidelines. Katherine Finchy School scored above district and county averages on the SBAC in all grade levels for ELA and Math. Katherine Finchy has been named as a recipient of the California Title I Academic Achievement Award for both the 2009-2010 and 2010-2011 school years. To meet the criteria for this distinction, the school had to demonstrate that all students are making significant progress towards proficiency on California's content standards.

The California Department of Education provides the common core state standards that are taught in each subject area and at each grade level. Student academic growth and school achievement are monitored with formative ELA and Math district assessments and a summative state assessment. Palm Springs Unified School District chooses state adopted textbooks and provides staff development so that students have access to standard-based materials and research based strategies. The School Site Council writes and revises its school plan in accordance with state and federal regulations.

Katherine Finchy School staff leadership team evaluate the effectiveness of the school plan throughout the year. The Single Plan for Student Achievement is updated annually by the Katherine Finchy School Site Council.

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 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 at (760) 416-8194 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	116
Grade 1	114
Grade 2	101
Grade 3	113
Grade 4	118
Grade 5	89
Total Enrollment	651

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.6
American Indian or Alaska Native	1.1
Asian	1.2
Filipino	3.2
Hispanic or Latino	56.4
White	25
Two or More Races	4.3
Socioeconomically Disadvantaged	71
English Learners	34.1
Students with Disabilities	11.1
Foster Youth	1.5

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			
Katherine Finchy Elementary	13-14	14-15	15-16
With Full Credential	22	27	29
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Katherine Finchy Elementary	13-14	14-15	15-16
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

2014-15 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	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	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 2015-16)

Palm Spring Unified School District has adopted state approved curriculum in Reading, Math, Social Studies and Science that have focus on state adopted performance standards. California Treasures is the adopted ELA curriculum. 2015 - 2016 is an adoption year for ELA with a likely district two phase implementation over two years. Pearson's enVision Math was adopted in 2008-2009 and is used for Mathematics. Harcourt's California Science was adopted in 2007-2008 and is used for Science. Harcourt's Reflections was adopted in 2006-2007 and is used for Social Studies. Every student, including English Learners, has access to their own textbooks and instructional materials.

to support implementing Common Core State Standards and to insure early literacy for all students EnVision Math was enhanced subsequent to its adoption; Several technology base programs in ELA and Math are used during core instruction; STEM educational material is used; and Ten Mark support math in upper grades.

Textbooks and Instructional Materials Year and month in which data were collected:	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillen/McGraw Hill 09/10 The textbooks listed are from most recent adoption: Yes
Mathematics	Pearson enVision Math 08/09 The textbooks listed are from most recent adoption: Yes
Science	Harcourt California Science 07/08 The textbooks listed are from most recent adoption: Yes
History-Social Science	Harcourt Reflections 06/07 The textbooks listed are from most recent adoption: Yes

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility opened in the Spring of 1998. The school was designed with input from parents, staff, and administration. An Architectural Digest Award was given for the outstanding design features.

The school is made up of a kindergarten building that contains two rooms, three buildings of eight classrooms in each and six portable classrooms. The administration building contains the office, health office and library. The multipurpose room contains the kitchen and an indoor/outdoor stage. The playground is large with 3 backstops, a soccer field, swings, tether-balls, and handball courts. Three shade structures provide relief on hot, sunny days. New playground equipment was installed on the main and kindergarten playground during the 2010-2011 school year.

Plans are progress toward placing two portable kindergarten type classrooms.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/22/2015				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical	X			Work Order on file in M&O Office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Work Order on file in M&O Office
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	45	32	44
Math	38	20	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	73	52	60	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.40	29.30	7.30

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	60
Male	65
Female	56
Black or African American	--
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	52
White	90
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	10
Students with Disabilities	50
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	117	114	97.4	23	35	21	21
	4	113	112	99.1	33	18	22	27
	5	94	90	95.7	40	16	26	19
Male	3		52	44.4	23	33	23	21
	4		55	48.7	36	20	22	22
	5		46	48.9	43	17	24	15
Female	3		62	53.0	23	37	19	21
	4		57	50.4	30	16	23	32
	5		44	46.8	36	14	27	23
Black or African American	3		8	6.8	--	--	--	--
	4		13	11.5	62	8	23	8
	5		7	7.4	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	2.1	--	--	--	--
Asian	3		2	1.7	--	--	--	--
	4		2	1.8	--	--	--	--
Filipino	3		2	1.7	--	--	--	--
	4		6	5.3	--	--	--	--
	5		3	3.2	--	--	--	--
Hispanic or Latino	3		58	49.6	31	38	19	12
	4		67	59.3	34	21	27	18
	5		53	56.4	42	19	28	11
White	3		38	32.5	11	32	21	37
	4		20	17.7	20	20	10	50
	5		21	22.3	29	5	29	38
Two or More Races	3		5	4.3	--	--	--	--
	4		3	2.7	--	--	--	--
	5		4	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		80	68.4	29	36	24	11
	4		91	80.5	37	20	26	16
	5		63	67.0	46	19	27	8
English Learners	3		36	30.8	33	44	22	0
	4		41	36.3	39	24	27	10
	5		20	21.3	55	30	15	0
Students with Disabilities	3		11	9.4	45	36	9	9
	4		13	11.5	85	15	0	0
	5		7	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	117	115	98.3	30	31	19	19
	4	113	112	99.1	17	40	23	20
	5	94	90	95.7	48	19	18	16
Male	3		52	44.4	25	29	21	25
	4		55	48.7	9	49	24	18
	5		46	48.9	50	17	15	17
Female	3		63	53.8	35	33	17	14
	4		57	50.4	25	32	23	21
	5		44	46.8	45	20	20	14
Black or African American	3		8	6.8	--	--	--	--
	4		13	11.5	54	23	23	0
	5		7	7.4	--	--	--	--
American Indian or Alaska Native	3		1	0.9	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	2.1	--	--	--	--
Asian	3		2	1.7	--	--	--	--
	4		2	1.8	--	--	--	--
Filipino	3		2	1.7	--	--	--	--
	4		6	5.3	--	--	--	--
	5		3	3.2	--	--	--	--
Hispanic or Latino	3		59	50.4	41	27	24	8
	4		67	59.3	16	45	24	15
	5		53	56.4	53	23	17	8
White	3		38	32.5	16	32	16	37
	4		20	17.7	0	40	25	35
	5		21	22.3	19	19	29	33
Two or More Races	3		5	4.3	--	--	--	--
	4		3	2.7	--	--	--	--
	5		4	4.3	--	--	--	--
Socioeconomically Disadvantaged	3		81	69.2	37	37	20	6
	4		91	80.5	21	44	24	11
	5		63	67.0	59	22	11	8
English Learners	3		37	31.6	49	30	19	3
	4		41	36.3	20	49	24	7
	5		20	21.3	65	30	0	5

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		11	9.4	73	9	9	9
	4		13	11.5	46	46	8	0
	5		7	7.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parents and community members are encouraged to become involved at Katherine Finchy School. Parents and community members have the opportunity to volunteer in the classrooms and parents may help chaperone field trips. The PTA provide many activities and educational opportunities that enriches students' school experience. Many activities also raise funds for classroom materials, fieldtrips and school wide improvements. Of note, is the Meet the Masters art program purchased and taught by the PTA. Many community businesses donate items for activities such as Family Dinner Night. In addition members of the community come to the event to participate in the evenings festivities.

Back to School Night, Family Science Night, Health and Wellness Night, provide information for parents from the teachers on how they can help their child at home. Family Nights are paid for through our Title I parent participation money.

The Latino Literacy Program gives Spanish speaking parents the opportunity to learn how to help their children with reading strategies and also to improve their English skills. This is funded through our Title I and LCAP funds. The School Site Council is also an opportunity for parents to get involved in the decision making of the school. The feedback that the staff receives from the parents guides the parent education provided at the school along with the input from the parent groups and School Site Council. Parent Involvement activities are posted on the school website.

The volunteer forms are available in the Parent/Student Handbook distributed at the beginning of the year and/or in the office.

The Katherine Finchy School Teacher, Parent, Student Compact is signed each year and kept on file at the school. This reminds each party that they are part of a team, working together for the benefit of the student's success. At Katherine Finchy School, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of parent involvement policy by encouraging them to be participate in all activities. Translators are provided for parent meetings and school activities for the Spanish speaking parents. All parents are invited to all activities and are given accommodations that are requested.

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

Students will learn to be respectful of each other and adults in the classroom, playground, and other common areas making school an effective learning environment. Students can direct full attention to learning when they feel secure and respected. We strive for a safe and accommodating atmosphere that encourages respect towards self and others. The goal of Katherine Finchy Elementary is to provide a safe and orderly environment for learning. All members of the Katherine Finchy learning community need to be immersed in an environment where they are safe and respected.

To insure a daily sense of security and safety daily and provide a safe environment in the event of a natural disaster or human incursion on the campus, the safety plan is updated each March for the subsequent year. Emergency components include fire, earthquake, lock-down procedures for before during and after an event. The plan considers all possible contingencies. Drills provide practice throughout the school year for all possible emergencies. Components provide a daily safe environment includes providing Life Skill presenters, staff training in "I messages", Restorative Practices, PBIS, and unconscious bias training.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.82	1.64	1.44
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	18	
Percent of Schools Currently in Program Improvement	69.2	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	28	20	1	1	3	1	1	3	2	2	
1	30	30	28			1	4	3	3			
2	30	30	25				4	4	4			
3	32	28	28				3	4	4			
4	33	28	29				1	3	3	2		1
5	27	33	29				4	1	3		2	
Other	5	9	8	1	1	1						

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)	1.00
Psychologist	0.40
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	1.50
Resource Specialist	1.00
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.

Professional Development provided for Teachers

Professional Development is a priority at Katherine Finchy. Each Wednesday is an early release day providing two hours of collaboration and staff development time each week. Training during this time has included ipad implementation in the upper grade classrooms; Depth and Complexity Icons school wide; Implementing Math Units of Study; and ELD integrated strategies. collaboration time and agendas have grade levels work together on weekly math performance tasks with back planning; planning instruction based on formative assessment results; lesson and early literacy strategy planning and practice to achieve primary literacy for all students; improving the writing process; developing learning targets; and implementing Depth and Complexity Icons. This PLC grade level time is guided by the leadership team and processed with agendas and group norms.

Special Education teachers are also trained in strategies, assessments, and the IEP process through district trainings.

Our paraprofessionals meet with the principal at the beginning of each year to review procedures and new programs to the school. This includes instructional aides and supervision aides. Instructional aides also have attended district training opportunities.

The SSC members attend training provided by the District in their role as a SSC member each year.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

Title I monies are used to increase student achievement providing intervention programs, staff development, parent education, instructional materials, and instructional aides. An academic coach is multi-funded. LCAP monies support increasing achievement through the following resources: bilingual aides, instructional materials, parent education, and translating for our Spanish speaking parents.

Special Education Services and Programs include Resource Specialist Program, STARS Program for Pre-School and Kindergarten, and a Severely Handicapped - Medically Fragile class for preschool and grades K-5. Speech therapy, occupational therapy, adaptive PE, and physical therapy are also provided for those students that qualify.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,037	\$2,335	\$6,702	\$81,998
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-4.2	10.9
Percent Difference: School Site/ State			25.3	12.4

* 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, the county, and the state. 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.