



Ross Middle School

17707 Elaine Avenue • Artesia, CA 90701 • (562) 229-7785 • Grades 7-8

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



ABC Unified School District

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Leticia Mendoza, Vice President
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Dr. Gina Zietlow
**Assistant Superintendent,
Human Resources**

A Message from the Principal

Ross Middle School Academy of Creative and Media Arts (RACMA), located in the city of Artesia and nearly 600 students in grades seven and eight on a traditional calendar system. Ross students experience an academic program enriched with the arts and technology. Students choose from a wide variety of electives in the creative and media arts, including popular classes unique to a Middle School such as AVID, Improvisation, Speech & Debate, K-ROSS TV Broadcast, Media Productions, Project Lead The Way, Musical Theater, Guitars and Ukuleles, 3-D Printing, Advanced Art, Ceramics, and Media Productions. Ross is the only middle school in ABC that offers a Zero Period Physical Education, designed specifically to allow 8th grade students the opportunity to take more than one elective class, and a Dual Immersion Spanish program where qualifying students are enrolled in a Spanish Language elective (Spanish II level) and a History class taught only in Spanish. Ross enjoys a history of recognition and honors: a 2007 Title I Academic Achievement School, a 2007 California Distinguished School, a 2006 Federal Magnet School of Distinction, Honor Roll Award from California Business for Education Excellence, and was one of only 13 California middle schools selected as a 2016 School To Watch. In 2017, Ross was honored with 3 additional distinguished school awards: California Gold Ribbon, Title I Academic Achieving Award, and California Honor Roll presented by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE).

The staff at Ross takes great pride in the fact that all students are challenged academically and creatively through a standards-based, core curriculum infused with the arts, media and technology. Our teachers embrace a collaborative culture where highly competent teams work interdependently with the primary goals being to increase student achievement and prepare our students for the challenges that lie ahead both in high school and their adult lives. Ross Academy embraces a culture of collaboration where teachers work together to support areas of strength, share best teaching practices, and analyze student data through common assessments that help drive our instructional decision-making. We assess our effectiveness on the basis of results rather than intentions, and our primary focus is to ensure higher learning for all students and increase student achievement.

Teachers and counselors work closely with students to build the academic, social and emotional skills that they need to be successful in high school. Students who are at risk academically are assigned after school intervention classes. Our after school sports, band, drum line, parade band and color guard programs provide students with an opportunity to express their athletic and creative talents. The EXTRA (Extended Time for Raising Achievement) after school program also provides additional academic, fitness and enrichment activities. Ross has fourteen teachers who are members of the District's Technology Integration Project (TIP), a program designed to assist schools in developing and maintaining 1:1 classrooms. In connection with TIP, Ross developed Technology Across the Curriculum (T.A.C), a school-wide endeavor that promotes and supports technology used in all subject areas. Class sets of iPADS and Chrome Books are plentiful at Ross. These devices help to enhance classroom instruction and provide the opportunity for our students to become familiar with the technology they will need to be successful in high school and in the job market. All classrooms have 80" big screen televisions, Elmo Document Readers, Laser Projectors or an additional 48" television allowing teachers to provide multi-media presentations to students, and a new state of the art computer lab with 35 iMac Desktops is now available for all teachers and students.

Parents have many opportunities to participate in our school activities through PTA, School Site Council, English Language Advisory Committee, (ELAC), Parent Leadership Academy, Band Parents Support Group, and various volunteer programs for the front office and special school activities. At Ross Middle School, we work in partnership with parents and the community as we recognize and value their importance as primary stakeholders in the education of our children. As Ross continues to pride itself in being innovative and willing to take risks and explore ways to improve, The Principal's Student Advisory Council (PSAC) was initiated in 2015. The PSAC consists of student representative of Ross Academy who meet with the Principal monthly to discuss concerns and issues from the lens of our Falcon students.

Mission Statement

It is the mission of the middle schools within the ABC Unified School District to provide for all students within our culturally and ethnically diverse populations, a gradual and orderly transition from the classroom of the elementary setting to the departmentalized programs of the comprehensive high schools. We are schools in which a strong academic and technological focus and a safe, supportive and caring environment are created and sustained with the needs of the early adolescent foremost in mind. We recognize that at this age student needs are unique, that students require special knowledge and understanding, and that their physical and intellectual changes affect their social and emotional responses. Thus, we work in partnership with our staffs, students, parents, and community in pursuit of educational excellence and higher learning for all of our learners.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	303
Grade 8	268
Total Enrollment	571

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.2
Asian	11
Filipino	11
Hispanic or Latino	59.5
Native Hawaiian or Pacific Islander	1.4
White	6
Two or More Races	1.8
Socioeconomically Disadvantaged	65.5
English Learners	18.4
Students with Disabilities	11.4
Foster Youth	0.4

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			
Ross Middle School	15-16	16-17	17-18
With Full Credential	26	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
ABC Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ross Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Gr. 7-8 McGraw-Hill: Study Sync SUPPLEMENTAL: Reading Plus System 44: ELA/Designated ELD The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Gr. 7 - 8 Carnegie Learning Course 2 and Course 3 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Gr. 7 Prentice Hall: Focus on Life Science Gr. 8 Prentice Hall: Focus on Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Gr. 7-8 McDougal Littell: Social Science Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Nuevas Vistas, Holt Rinehart and Winston: Course 2 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	N/A The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/1/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None needed
Interior: Interior Surfaces	X			None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None needed.
Electrical: Electrical	X			None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None needed
Safety: Fire Safety, Hazardous Materials	X			None needed
Structural: Structural Damage, Roofs	X			None needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None needed.
Overall Rating	Exemplary	Good	Fair	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	48	63	63	64	48	48
Math	43	51	52	53	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	66	58	69	68	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.5	22.2	33.3

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	313	311	99.4	57.6
Male	162	160	98.8	53.1
Female	151	151	100.0	62.3
Black or African American	31	31	100.0	45.2
Asian	46	46	100.0	84.8
Filipino	42	42	100.0	66.7
Hispanic or Latino	162	160	98.8	48.1
White	18	18	100.0	61.1
Socioeconomically Disadvantaged	189	189	100.0	52.4
English Learners	62	61	98.4	26.2
Students with Disabilities	49	49	100.0	30.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	570	561	98.42	62.92
Male	290	285	98.28	58.6
Female	280	276	98.57	67.39
Black or African American	53	53	100	60.38
American Indian or Alaska Native	--	--	--	--
Asian	63	58	92.06	77.59
Filipino	61	61	100	90.16
Hispanic or Latino	339	335	98.82	55.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100	69.7
Two or More Races	12	12	100	75
Socioeconomically Disadvantaged	377	369	97.88	54.74
English Learners	205	198	96.59	50.51
Students with Disabilities	68	68	100	25
Students Receiving Migrant Education Services	30	29	96.67	31.03
Foster Youth	--	--	--	--

-Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	570	569	99.82	51.49
Male	290	289	99.66	49.83
Female	280	280	100	53.21
Black or African American	53	53	100	43.4
American Indian or Alaska Native	--	--	--	--
Asian	63	63	100	65.08
Filipino	61	61	100	81.97
Hispanic or Latino	339	338	99.71	42.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100	63.64
Two or More Races	12	12	100	66.67
Socioeconomically Disadvantaged	377	376	99.73	42.55
English Learners	205	205	100	43.41
Students with Disabilities	68	68	100	10.29
Students Receiving Migrant Education Services	30	30	100	36.67
Foster Youth	--	--	--	--

-Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and community members are very supportive of the educational program at Ross Middle School. Staff members and parents participate on various committees that make decisions regarding the priorities and directions of the educational plan to ensure instructional programs are consistent with student's needs and comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate on one or more of the following committees or organizations:

- PTA
- ABI 802 Academic Review Counseling
- At-Risk Student/Parent Nights
- English Language Advisory Committee
- Ross Band Parents
- 6th Grade Orientation Night

The School Site Council, consisting of school staff, parents, and community members, is a major governing body that meets regularly to address programs and components that make up the school. School Site Council members discuss and analyze the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school

Numerous programs are enriched by the generous contributions made by the following organizations to Ross Middle School:

- Ross Middle School PTA
- Ross Middle School Academy of Creative and Media Arts Foundation
- Local area businesses
- Principal for the Day
- Ross Band Parents
- ABC Parent Leadership Academy
- Fund Raising 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

School Safety Plan

Ross Middle School provides a safe, clean environment for students, staff and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils and school employees to and from school
- Safe and orderly school environment
- School rules and procedures
- Positive Behavioral Interventions and Supports (PBIS)

- Wellness Coordinators
- School Psychologist
- Probation Officer
- District Intervention Program and Other Means of Correction

Ross Middle School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as CAASPP testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.

The school evaluates the plan annually and updates it as needed with the approval of the School Site Council. An updated copy is available to the public in the school office.

Date of Last Review/Update: September 2017

Date Last Reviewed with Staff: September 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.35	2.61	2.18
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.12	1.88	1.7
Expulsions Rate	0	0	0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	80	

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)	1
Psychologist	.20
Social Worker	.40
Nurse	.40
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	600

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	23	25	13	13	8	15	15	15	2	2	3
Mathematics	27	27	26	5	5	5	13	13	18	5	5	
Science	30	30	28	2	2	1	10	10	17	9	9	3
Social Science	30	30	28	2	2	2	11	11	16	8	8	3

* 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

Our teachers actively seek opportunities for professional growth to provide effective instruction with the focus on student learning. Staff development is based on the assessed needs of the school personnel. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. School wide training focus areas include curriculum and best practices, technology, differentiation, and the analysis of student data to enhance classroom instruction. Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and sharing their experiences and knowledge with colleagues. Ross teachers attend trainings and conferences throughout the year that include English, Math, History, and Science curriculum development, and conferences that focus specifically on Technology, Positive Behavioral Interventions and Support (PBIS), and Advancement Via Individual Determination (AVID).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,240	\$47,808
Mid-Range Teacher Salary	\$75,221	\$73,555
Highest Teacher Salary	\$102,144	\$95,850
Average Principal Salary (ES)	\$125,608	\$120,448
Average Principal Salary (MS)	\$125,608	\$125,592
Average Principal Salary (HS)	\$143,976	\$138,175
Superintendent Salary	\$240,948	\$264,457
Percent of District Budget		
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6698	379	6319	80780
District	♦	♦	5827	\$81,550
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			8.4	-0.9
Percent Difference: School Site/ State			-3.9	2.0

* Cells with ♦ do not require data.

Types of Services Funded

The total district expenditures for all school sites for FY 2016-17 was \$215,623,832.02. The district spent \$7,366.95 per student. 62.90 cents of every dollar went to teacher salaries and 15.73 cents was spent for administration. The remainder 21.37 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

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.