



# Chaboya Middle School

3276 Cortona Drive • San Jose CA, 95135 • (408) 270-6900 • Grades 7-8

Derrick Watkins, Principal

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<http://chaboya.eesd.org/>

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



Evergreen  
School District

### Evergreen Elementary School District

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San Jose CA, 95148  
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[www.eesd.org](http://www.eesd.org)

#### District Governing Board

Sylvia Alvarez

Balaji Vankatraman

Bonnie Mace

Leila Welch

Jim Zito

#### District Administration

Katherine Gomez

**Superintendent**

Dan Deguara

**Assistant Superintendent**

Gary Kishimoto

**Director of Pupil Services**

Carole Schmitt

**Director of Human Resources**

Charles Crosby

**Director of Communications and  
Community Engagement**

Denise Williams

**Director of Instruction**

Nelly Yang

**Chief Business Officer**

Rick Navarro

**Director of Operations**

Ruth Stephens Radle

**Principal on Special Assignment**

### Principal's Message

Chaboya Middle School is located in the rolling hills of Evergreen Valley just north of historic Montgomery Hill. Built in the location of San Jose's first Specific Plan Community. During the 2017-2018 school year, the school will serve 1,108 students, 539 seventh graders, and 569 eighth graders. Chaboya is a five-time recipient of the prestigious California Distinguished School Designation and the Gold Ribbon Award. The students, staff, and parents of Chaboya Middle School are continuously striving to expand Chaboya Middle School's reputation as an effective and vital educational institution, which provides students with programs that allow them to be the best they can be. Chaboya provides a multitude of extracurricular activities, including after school sports and a variety of clubs.

It is the goal of Chaboya Middle School to provide a rigorous and balanced standards-based curriculum through a structured environment, which meets the needs of our students in transition and reflects and celebrates the diversity of our community. Within a safe and caring environment all students are expected and encouraged to work to their greatest potential in achieving academic success, becoming physically fit, acquiring appropriate social skills, developing self-reliance, and gaining self confidence in order to be better prepared for high school, college, and or career.

Chaboya Middle School provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

### Discipline & Climate for Learning

Students at Chaboya Middle School are guided by specific expectations and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is based on PBIS to provide students with opportunities to learn self-discipline through a system of consistent positive acknowledgment and consequences for their behavior. The schools addresses these expectations through our core values, better known as the Three C's (Choice, Chance, and Change).

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children.

Parents and students are informed of school expectations and discipline policies at the beginning of the school year, and a expectation refresher occurs at the beginning of the second semester, as well as through the Parent-Student Handbook. These expectations are viewed through the lenses of Choice Chance, and Change. Ongoing school-to-home communication is facilitated through weekly online newsletters, Back-to-School Night, Open House Showcase, School Site Council, PTSA, parent-teacher conferences, e-mails, Parent Portal, and the School Loop website.

### Vision Statement:

Chaboya Middle School provides a welcoming community environment that promotes safety, wellness, and 21st Century learning skills that transfer to life application. In a partnership with our parents and community, we value diversity, integrity, and academic excellence, as we prepare our students for life beyond the classroom.

**Mission Statement:**

Chaboya Middle School staff and community continually strive to provide support the whole student develop into a healthy, productive citizen, who makes positive contributions to both their local and global communities.

**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	568
Grade 8	581
<b>Total Enrollment</b>	<b>1,149</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0
Asian	69.3
Filipino	6.4
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.3
White	10.6
Two or More Races	1.9
Socioeconomically Disadvantaged	12.4
English Learners	6.4
Students with Disabilities	4.8
Foster Youth	0.2

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Chaboya Middle School	15-16	16-17	17-18
With Full Credential	47	44.5	49
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	
Evergreen Elementary School District	15-16	16-17	17-18
With Full Credential	◆	◆	534
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	0

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

Evergreen School District held a Public Hearing on October 12, 2017, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Trustees. 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. The table displays information collected in September 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

Textbooks and Instructional Materials Year and month in which data were collected: April 14, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in April 14, 2016 (Grade 6-8) Springboard Collegeboard <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Mathematics	Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Science	Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
History-Social Science	Adopted in 2006: (Grade 7-8): McDougall-Littel <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
Foreign Language	Adopted in 2012 (Grade 7-8): EMC Publishing <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

Chaboya Middle School, originally constructed in 1991, is currently comprised of 47 permanent classrooms, a computer lab, a library, a staff lounge, a work room, a gymnasium, a weight room, a track, two soccer fields, two baseball diamonds, a blacktop area, and one playground. The school will be replacing the 20-year-old sound system in the gym. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process:

Chaboya Middle School provides a safe and clean environment for students, staff, and volunteers. The district 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. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair:

A scheduled maintenance program is administered by Chaboya Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

#### Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/20/2017				
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			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	83	83	63	63	48	48
Math	83	82	60	60	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	93	91	77	75	56	54

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	16.2	27.5	40.3

\* 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	552	549	99.5	91.4
Male	274	273	99.6	88.6
Female	278	276	99.3	94.2
Black or African American	12	11	91.7	81.8
Asian	356	355	99.7	94.4
Filipino	39	39	100.0	94.9
Hispanic or Latino	64	64	100.0	73.4
White	70	69	98.6	95.7
Socioeconomically Disadvantaged	70	69	98.6	81.2
English Learners	32	32	100.0	50.0
Students with Disabilities	27	26	96.3	69.2

\* 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	1,151	1,141	99.13	82.73
Male	589	585	99.32	78.97
Female	562	556	98.93	86.69
Black or African American	19	18	94.74	66.67
American Indian or Alaska Native	--	--	--	--
Asian	797	794	99.62	89.55
Filipino	70	68	97.14	79.41
Hispanic or Latino	109	108	99.08	44.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	120	99.17	79.17
Two or More Races	24	24	100	83.33
Socioeconomically Disadvantaged	145	141	97.24	54.61
English Learners	134	132	98.51	51.52
Students with Disabilities	54	53	98.15	22.64
Students Receiving Migrant Education Services	--	--	--	--
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	1,151	1,142	99.22	82.22
Male	589	586	99.49	81.4
Female	562	556	98.93	83.09
Black or African American	19	18	94.74	66.67
American Indian or Alaska Native	--	--	--	--
Asian	797	794	99.62	90.93
Filipino	70	68	97.14	72.06
Hispanic or Latino	109	108	99.08	34.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	121	100	77.69
Two or More Races	24	24	100	91.67
Socioeconomically Disadvantaged	145	141	97.24	48.23
English Learners	134	132	98.51	51.52
Students with Disabilities	54	53	98.15	16.98
Students Receiving Migrant Education Services	--	--	--	--
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 assist in areas such as PTSA, the classroom, the School Site Council, ELAC, sports, and as band parent volunteers, drama parent volunteers, fundraising helpers, supporting our Student Leadership, awards activities, field trip helpers, and with other activities that help bridge home to school. Parent also volunteer their time coordinating and leading after school activities, such as Math and Science Olympiad.

### 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

The safety of students and staff is a primary concern of Chaboya Middle School. Students are supervised before school and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and administrators. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in February 2015. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.1	0.7	0.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.5	0.4
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		71.4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	.813
Psychologist	.41
Social Worker	1
Nurse	.16
Speech/Language/Hearing Specialist	.77
Resource Specialist	
Other	as needed
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 (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	27	26	26	8	8	8	24	32	32	10	4	4
Mathematics	28	26	29	8	8	5	28	22	12	14	7	15
Science	30	30	30	2	1	1	25	25	25	16	17	17
Social Science	30	32	33	3			24	18	9	12	19	27

\* 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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Also, teachers utilize the district-sponsored middle school staff development days, which allows them to collaborate with middle school teachers in the district, within their single subject area and grade level. Alternating staff meetings will be utilized to provide all teachers professional development related to running effectiveness PLC's. Teachers in the Language Arts Department continue to participate in training sessions related to Evergreen's recently adopted ELA materials from Springboard, as well as engage in Google classroom and digital tools. Science will continue to use professional development opportunities to transition to NGSS. The sites new Yearbook teacher has participated in training sessions, while the Leadership teacher takes advantage of annual CADA conferences to stay current.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,638	\$48,678
Mid-Range Teacher Salary	\$88,414	\$78,254
Highest Teacher Salary	\$102,408	\$96,372
Average Principal Salary (ES)	\$131,080	\$122,364
Average Principal Salary (MS)	\$138,539	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$191,425	\$212,818
Percent of District Budget		
Teacher Salaries	44%	38%
Administrative Salaries	5%	5%

\* 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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5558	61	5496	92,073
District	♦	♦	\$5728	\$91,113
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-4.1	1.0
Percent Difference: School Site/ State			-17.9	16.1

\* Cells with ♦ do not require data.



**Types of Services Funded**

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

**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.