Marina Vista Elementary Arts Academy

390 Carmel Ave. • Marina, CA 93933 • (831) 392-3580 • Grades K-5
Cristy Campanaro, Principal
ccampanaro@mpusd.k12.ca.us
marinavista.mpusd.net

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

Monterey Peninsula Unified School District
700 Pacific St.
Monterey, CA 93942-1031
(831) 645-1200
www.mpusd.net

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Principal's Message

Marina Vista Elementary Arts Academy nurtures creative thinkers and innovative scholars through the arts to reach their whole potential. We value the partnerships between parents, staff, students, and our community. Each group has a role with the common focus: All students will be successful learners. It is through Language Arts, English Language Development, math, science, social studies and The Arts. We know that children develop important character traits such as courage, confidence, and creativity when we focus on the whole child. These traits contribute to student academic success in all subject areas.

This is Marina Vista Elementary Arts Academy second year with the Kennedy Center for the Performing Arts program as a Turnaround Arts School. Turnaround Arts brings arts education resources into priority schools as a strategic tool for targeting larger school challenges and opportunities. As a school of the arts, we empower students to cultivate a passion for learning through the arts. The school is dedicated to ensuring equitable access to the arts through daily classroom arts integration into the core curriculum, as well as a positive behavior approach centered on mindfulness. We are a school community that encourages the arts as an avenue to promoting expression, identity, and culture for our student artists.

Our staff is committed to inspiring all students and staff to be lifelong learners. All teachers are leaders at our school and are on cohort teams, which consist with ELA, ELD, Math, Science and PBIS. Our staff become experts in their desired area and deliver all Professional Developments to the staff. The staff is committed to all students and any student that needs help in understanding specific academic subject, is assisted in Response to Intervention (RTI) and small group instruction. These models provide opportunities for each child to receive instruction at their personal level. Through these models and our creative scheduling, teachers give a more focused approach to meet students' needs. Every week teachers collaborate to plan, assess, and implement teaching practices to improve student achievement in language arts and math. We also have English Language Development each day dedicated to advancing a child's speaking, listening, reading, and writing skills.

Marina Vista Elementary Arts Academy puts grade level Common Core Standards inunison with The Arts first. We support the research that comes from the United States Department of Education and the California Department of Education. We believe, like our associate institutions, in focusing on teaching children all grade level standards and skills they need to succeed at work, home, and in the community. We applaud those that have given their time in support of our students, and welcome you to join us. When people work together not only do our children prosper, but so does humanity.

Cristy Campanaro
Principal

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	72
Grade 2	64
Grade 3	68
Grade 4	78
Grade 5	79
Total Enrollment	448

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.7
Asian	6.9
Filipino	4.2
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	2.2
White	8.9
Two or More Races	2
Socioeconomically Disadvantaged	88.2
English Learners	52
Students with Disabilities	15.4
Foster Youth	0.2
Homeless	11.2

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 for Marina Vista	17-18	18-19	19-20
With Full Credential	22	15	20
Without Full Credential	1	7	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Marina Vista Elementary Arts Academy

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

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Monterey Peninsula Unified School District held a public hearing on August 2019, and determined that the school had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Great Minds, Eureka Math -Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Accelerate Learning Inc. STEMScopes - Adopted 2018 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin History-Social Science - Adopted in 2007 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Turnaround Arts California Daily hands-on, project-based visual and performing arts projects; arts integration throughout all core curriculum areas, Band, Orchestra **The textbooks listed are from most recent adoption:** Yes **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)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a $110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over $680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a $213 million school facilities bond by 70%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	29	20	39	37	50	50
Math	21	15	27	26	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.7	25.0	13.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	220	100.00	20.00
Male	121	121	100.00	9.92
Female	99	99	100.00	32.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	165	165	100.00	15.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	26.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	207	100.00	19.81
English Learners	144	144	100.00	20.83
Students with Disabilities	54	54	100.00	0.00
Homeless	31	31	100.00	0.00

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	220	100.00	15.45
Male	121	121	100.00	12.40
Female	99	99	100.00	19.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	165	165	100.00	12.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	20.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	207	207	100.00	15.46
English Learners	144	144	100.00	15.97
Students with Disabilities	54	54	100.00	0.00
Homeless	31	31	100.00	0.00

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Our PTO meets monthly and provides outstanding support to our students and staff. The PTO is very active and has helped fund family nights, and supports many other activities. We look forward in having parents support us during our monthly function, Movie Night, Game Night, Ice Cream Social, Paint Night and many other activities that bring our school community together. New members in all these groups are always needed and all meetings are open to the public. Parents are also encouraged to volunteer in their child's classroom during the school day.

All parent were invited and had the opportunity to attend parenting classes, taught by our Bilingual Liaison in our school community.

Our school's annual plan and budget approvals are made by our School Site Council, which includes parent members which, meets 6 times a year. In addition, we have an English Learner Advisory Committee (ELAC) to help parents of students learning English feel welcome and promote involvement at our school. The ELAC meets four times a year and is a pivotal part of success for our students.

Volunteers are always welcome to help in the classroom. You can contact our office at (831) 392-3580, we would love to have any volunteers assist our students.

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 and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

Student/Parent Handbooks are available in our office and online at mpusd.k12.ca.us, giving information on the school and safety rules. Staff members monitor our playground and campus before school, after school, and during recess. Our positive reinforcement and discipline policies curtail fighting and harassment. We routinely go over playground safety rules with students, and we practice fire drills monthly and conduct ALiCE and earthquake drills twice a year. We update our Safety Plan at the beginning of each year and this year will be revising the plan to reflect the District Safety Plan.

Our school practices fire drills monthly. We also participate in The Great Shakeout each October, which is an earthquake drill. We conduct two earthquake drills yearly. We practice Intruder drills two times a year, focused on safety first.

PBIS (Positive Behavioral Interventions and Supports) team meets regularly to evaluate site safety and students' behavior to support a safe and positive environment for our staff and students.

Parents have been informed about how to respond to school emergencies. Our staff and students practice emergency drills and evacuation every month. Our staff is trained in various crisis and emergency management process and procedures.

We also have a Crisis Management Plan in place for every staff in case of an emergency.

Each year, the school along with the School Site Council reviews and adopts a Comprehensive School Safety Plan. This plan details specifics on how the school, staff and students will respond during any emergency.

We participate in Safe Routes to School, which teaches our parents and students how to come to school safely everyday.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		4		22	1	3		22	1	3	
1	19	3			21	1	2		24		3	
2	23		2		24		2		21		3	
3	20	1	3		23		3		20	3		
4	19	1	2		21	1	2		31		2	
5	17	3	3		22	2	2		19	3	2	
Other**									8	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

We are committed to providing professional development and support for our staff towards our goal of excellent first instruction through arts integration and a positive learning experience to improve outcomes for all students and staff. At Marina Vista Elementary Arts Academy, we hold professional development sessions focused on the following initiatives: PBIS/School Culture, Arts Integration, Balanced Literacy, small group Math instruction, Guided Language Acquisition & Design (GLAD) and StemScopes held once a week, as well as Professional Learning Communities on a weekly basis focusing on planning, data analysis, and corrective instruction opportunities. Our staff also participates in Learning Walks as well as individual observation-debrief cycles with the Principal, Academic Coach, and Arts Instructional Leadership Team (AILT).

Teachers participate in both district and site-based professional development opportunities. At the district level, teachers have attended professional development in English Language Arts, Mathematics, and English Language Development including an increase in staff members certified as GLAD trained (Guided Language Acquisition Design). At the site level, teachers have participated in grade level Data & Differentiation Days, technology training, arts integration whole school strategies such as, Curriculum Based Tableau, and Visual Thinking Strategies as well as instructional coaching. Specific training is leveraged on a weekly basis focusing on the priorities of Arts Integration, small group instruction, and Positive Behavior Interventions and Support; professional development opportunities also involve three site visits from professionals at Visual Thinking Strategies and Get Lit, to support efforts in vocabulary development, critical analysis, peer discourse, collaboration, and student discourse through structure, routines, and facilitation as well as viewing protocols with artwork - providing staff the opportunity for observation-debrief coaching cycles, targeted modeling, and instructional coaching through the professional development cycle.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,875	$49,084
Mid-Range Teacher Salary	$65,733	$76,091
Highest Teacher Salary	$97,355	$95,728
Average Principal Salary (ES)	$100,517	$118,990
Average Principal Salary (MS)	$104,946	$125,674
Average Principal Salary (HS)	$114,217	$137,589
Superintendent Salary	$206,150	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,433	318	5,115	69,212
District	N/A	N/A	8,757	
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-52.5	4.1
School Site/ State	-36.9	-11.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.