



Corky McMillin Elementary School

1201 Santa Cora Avenue • Chula Vista, CA 91913 • (619) 397-0103 • Grades K-6

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<http://schools.cvesd.org/schools/mcmillin/>

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



Chula Vista Elementary School District

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School Description

McMillin School opened in September, 2001. It is comprised of 5 main classroom buildings, 4 portable classrooms, Library/Media Center, an auditorium/cafeteria complex, an outdoor lunch court, a YMCA childcare center and an administration/health facility. The Library Media Center has been redesigned into a space where students and faculty can meet and learn. We have 16 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist, Limited English Proficient aide, Psychologist, and our counselor with the Military Family Liaison Counseling Program.

At McMillin Elementary School, our students are engaged and active thinkers able to communicate, innovate, collaborate, and problem-solve. McMillin has a culture of thinking, one that empowers students to want to learn more and to take ownership of their learning. Teachers and students have the expectation and mindset, that one gets smarter through one's effort, and where challenge and mistakes are embraced as learning opportunities. Group's collective thinking, as well as each individual's thinking, is valued, visible, and actively promoted as part of the regular day-to-day experiences. Students, parents, and teachers work collaboratively to ensure ALL student, including English Language Learners, students with disabilities, and designated target groups, understand where they are, where they are going next, and show measurable growth on the learning progression which is based on CCSS. Learning Progressions will: (1) Communicate expectation to students and to teachers. (2) Locate current levels of work and identify next steps, (3) Feedback is given around this learning progressions to cause learning and to serve each learner.

Vision and Values

McMillin School believes each child develops as a whole person, academically, socially, emotionally and physically. Student-based decision-making will be used to develop collaboration and meaningful involvement among all stakeholders. This will promote goodwill and pride in the McMillin School community.

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	157
Grade 1	103
Grade 2	121
Grade 3	104
Grade 4	109
Grade 5	118
Grade 6	122
Total Enrollment	834

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.4
Asian	5.3
Filipino	20.1
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	0.7
White	14.3
Two or More Races	3.2
Socioeconomically Disadvantaged	27.3
English Learners	17.1
Students with Disabilities	10.7
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 for Corky McMillin	17-18	18-19	19-20
With Full Credential	36	36	37
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0		0

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Corky McMillin Elementary School

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

* 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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high-quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st-century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics, and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards, and electronic communication.

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	Benchmark Advance and Benchmark Adelante. Benchmark Universe is the online component. Adopted in 2017. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt K-6, Go Math! in English and Spanish. Adopted in 2015-16. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at McMillin Elementary School is adequate to support our school's current enrollment. We serve 830 students with 32 full-time classroom teachers, 4 special education teachers, one on-site district resource teacher, and 4 Visual and Performing arts teachers. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily and works to maintain safe and clean school grounds.

School staff provides supervision before classes. Safety Patrol members assist parents in the drop-off and pick-up zone.

Anyone entering campus after 8:15 AM must enter through the front office. They must then sign in and wear a visitor badge while on campus.

Safety Patrol crossing guards are posted in front of the school at the crosswalk to assist students who are crossing Santa Cora Avenue. Students and parents are encouraged through written and verbal communication to cross Santa Cora Avenue at this point.

At the 2:45 PM dismissal time, teachers walk students to the back blacktop area where waiting parents and supervising adults receive the students.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/21/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	405 Psych: 1 air freshner. 500 Electrical: (5) dirty 500 Electrical: dirty 604 CR: Sink gooseneck loose. 606 CR: carpet spotted; floor dirty 607 CR: IT Box falling out of wall. 608 CR: vents dirty; fountain high 800 Work Room: vent dirty 803 CR: Air freshener 804 CR: Sink trap leak. 805 CR: vents dirty 808 CR: vents dirty; 4 lamps out; fountain high Health Office: carpet spots, 1 storage closet light diffuser broken. Playground: 5- Wood chips needed to be blown back into playtoy area, 1 back stop bolts too long, side fencing needs to be tied, sharp points on top.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	600 custodian room: light doesn't come on 600 electrical: electrical panels blocked, 1 door blocked aux room. 600 Girls RR: hand dryer not working, 1 stall loose seat. 800 Girls RR: hand dryer not working 808 CR: vents dirty; 4 lamps out; fountain high
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	604 CR: Sink gooseneck loose. 608 CR: vents dirty; fountain high 801 CR: vents dirty; fountain high 802 CR: fountain high 806 CR: aerator on faucet leaks; high pressure on faucet 807 CR: fountain high 808 CR: vents dirty; 4 lamps out; fountain high
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	805 CR: vents dirty Admin: 15- Door leaving office towards multi purpose slams hard
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

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	71	70	65	64	50	50
Math	58	58	51	51	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	29.7	23.7	12.7

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	452	443	98.01	69.75
Male	224	217	96.88	63.13
Female	228	226	99.12	76.11
Black or African American	25	25	100.00	52.00
Asian	25	25	100.00	88.00
Filipino	72	71	98.61	78.87
Hispanic or Latino	243	235	96.71	62.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	62	100.00	83.87
Two or More Races	20	20	100.00	75.00
Socioeconomically Disadvantaged	152	146	96.05	57.53
English Learners	108	103	95.37	65.05
Students with Disabilities	57	56	98.25	32.14

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	451	446	98.89	58.30
Male	224	219	97.77	59.82
Female	227	227	100.00	56.83
Black or African American	25	25	100.00	56.00
Asian	25	25	100.00	92.00
Filipino	72	72	100.00	70.83
Hispanic or Latino	242	237	97.93	47.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	62	100.00	66.13
Two or More Races	20	20	100.00	75.00
Socioeconomically Disadvantaged	151	147	97.35	50.34
English Learners	107	107	100.00	57.94
Students with Disabilities	57	56	98.25	30.36

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)

Contact person: Principal Cynthia Orr

Contact Person Phone Number: (619) 397-0103

Our school community believes that there is a high correlation between parent involvement and successful student achievement. McMillin School actively promotes parent and community involvement in our educational programs, school activities, daily classes and community promotional events.

McMillin School has six on-going parent involvement committees to foster and build more interaction between the home and school. The committees include the Parent Teacher Association (PTA), School Site Council (SSC), the English Language Advisory Committee (ELAC), Multicultural Family Association (MFA), Multi-Tiered System of Support (MTSS), a Military Parent Group, and School Safty Committee. In addition, we have regular parent meetings and parent nights on a variety of topics such as reading at home with your child, behavior interventions, gifted and talented education, Internet security, and other school-related information. Parents have many opportunities to be involved as volunteers at McMillin.

Parents and the public are encouraged to contact the school or staff via the school's web page – <http://schools.cvesd.org/schools/mcmillin/>

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

At McMillin School, student safety and well-being are promoted by activities including bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, Peace Patrol, and School Safety Patrol. Established procedures are in place at our school to handle disasters such as fire, earthquakes, bomb threats and/or dangerous intruders. Disaster preparedness drills are conducted on a routine basis and we continue to improve upon our strategies to handle such emergencies.

Students are not allowed to leave the school building and the grounds with anyone other than their parent or guardian, or a designated adult who is listed on the student's emergency card. Students leaving campus during school hours must be checked out by a parent-authorized adult through the Health Office. Parents and designees will be asked to wait in the office while school personnel call the child to the office. Unfamiliar individuals will be required to show a picture identification to office personnel before the child can be released. We have an active safety committee comprised of parents and school personnel to discuss parent concerns about school safety. In addition, several members of the staff have been trained in nonviolent crisis intervention.

The Safety Plan for the 2019-20 school year was approved by SSC on September 12, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.1	0.2	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
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	1.0
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	2.0
Other	3.0

* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	6		18	6	2		21	2	6	
1	23		5		23		5		25		4	
2	26		4		22		5		23		5	
3	20	4	1		25		4		21	2	3	
4	29		4		28		4		27		4	
5	30		4		23	1	4		29		4	
6	31		4		31		4		26	1	4	
Other**					5	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			

Staff participates in District professional development opportunities in the area of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, McMillin has four Visual and Performance Art teachers that provide instruction in the areas of art, dance, music, and physical fitness. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

McMillin used our achievement data in Math from the 2018-19 school year to determine our staff development for 2019-2020: McMillin will use a 6-8 week Professional Learning Cycle targeting mathematics around students' collaborative work in conversation in mathematics. Teachers worked on Unit planning and targeted learning intentions and success criteria for their math lessons. Speaking and listening standards were analyzed and incorporated into our math lessons. We studied and implemented math blocks routines and incorporated best practices in collaborative conversations. Our students are assessed quarterly with an online diagnostic math assessment to determine the success of our work around mathematics and problem-solving.

McMillin used our achievement data in ELA from the 2017-18 school year to determine our staff development for 2018-2019: McMillin will use a 6-8 week Professional Learning Cycle targeting our work on conferencing in a workshop model of instruction to ensure that students take ownership of their own learning by goal setting based on formative assessments, success criteria, and feedback measured by student's growth on a learning progression of standards in reading. (1) Students will understand their goals and where/how they go next in their learning. (2) Students will be able to communicate their learning goals in reading and writing and move these goals to habits that they will continue to practice. (3) Students will be able to use feedback from teachers and peers to improve their understanding of reading. We sent 4 teachers to New York to train at the Teacher College at Columbia University. These teachers provided in-class coaching. We provided release time for teachers to plan for their grade level collaboration. Our students are assessed in running records, Level-set from Achieve 3000, and school-wide standards-based writing rubrics.

Staff development for 2017-18: Teacher training focused on Teacher College Reading and Writing system, the Gradual Release of Responsibility instructional strategy model, the Imagine Learning program for English Language Development, and the implementation of Common Core-aligned strategies. Professional Development for the 2016-17 school year focused on readers' workshop, Student-teacher relationships, Restorative Practices, SIPPS strategies, analyzing data and student work, and the implementation of Common Core-aligned strategies.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,155.90	\$2,155.33	\$7,000.56	\$78,381.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.4	12.3
School Site/ State	16.5	7.4

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

Our school's budget is aligned to our School's Single School Plan for Student Achievement. All stakeholders participate in this process through School Site Council (SSC), Parent-Teacher Association (PTA), English Learner Advisory Committee, and staff.

Programs and services available to support instruction include the following:

- Achieve 3000 iReady Math
- Razzkids (K-2) Learning Ally
- Headsprout (K-2) Units of Study Reading and Writing
- GATE after school enrichment program Minecraft for Education
- Google Classroom Extended Day Program
- English Learner Instructional Assistant Library Clerk
- Student Monitoring Team Positive Behavior and Supports Team
- Instructional Leadership Team Leveled Books
- District funded School Psychologist District funded Resource Teacher
- Sanford Harmony

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.