



Mesquite Continuation High School

140 West Drummond • Ridgecrest CA, 93555 • (760) 499-1810 • Grades 9-12

Jo Anne McClelland, Principal

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www.mesquite.ssusd.org

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

Sierra Sands Unified School District

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Principal's Message

Mesquite provides unique educational opportunities that help students successfully complete graduation requirements. Our enrollment is approximately 100 students, or about 17 students per teacher. Beyond core and several elective courses, Mesquite students have the opportunity to enroll in work experience, community college coursework, Credit Recovery courses, summer school, elementary teaching assistants, ROP, and community service work to earn credits toward high school diploma completion.

Mesquite High School is involved, engaged, and supported by the community, the board of education, and the district. The Western Association of Schools and Colleges (WASC) visited Mesquite in March 2015 for a mid-term review. The visiting committee recommended and the WASC board approved our accreditation term through June 2018. CDE's Model School Visitation team also reviewed Mesquite and awarded our school a Model Continuation High School distinction in 2008, in 2011 and again in 2015.

It is Mesquite's goal to ensure that every student is college-and/or career ready upon graduation from high school. Mesquite staff works diligently to prepare students for the challenges they face as college students and/or as employees. We constantly evaluate curriculum and programs and revise them for relevance so that students are well prepared and competitive upon entry to the adult world. Most recently we have added an RSP program.

Jo Anne McClelland, 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (760) 499-1810 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	6
Grade 11	40
Grade 12	51
Total Enrollment	97

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	1
Asian	1
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	2.1
White	59.8
Two or More Races	5.2
Socioeconomically Disadvantaged	72.2
English Learners	7.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mesquite Continuation High School	13-14	14-15	15-16
With Full Credential	6	6	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
Mesquite Continuation High	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	93.7	6.3
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	92.1	7.9

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials
Year and month in which data were collected: April 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts (2003) Adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra I/Geometry/Algebra II California AGA-Houghton Mifflin-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology (2008) Adopted in 2007 Holt Earth Science (2007) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	American Anthem: Modern American History (2007) Adopted in 2006 American Government (2006) Adopted in 2006 Holt Economics (2003) Adopted in 2006 World History: The Modern World (2007) Adopted in 2006 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)

Buildings

Mesquite High School was built in 1979 and is a two-building facility. These two buildings house classrooms, a media center, a kitchen, and an administrative office. The school landscape consists of beautiful lawns, trees, and a gazebo. A dirt athletic area is on the north side of campus, with basketball courts and a parking lot to the south. Benches and tables have been installed around the campus for students to enjoy the area around the quad. A local artist designed and constructed a metal sculpture of the school mascot, a dragon, and it resides in the front of the school. It is a beautiful addition to the campus.

During the 2009–2010 school year, a new basketball court was installed at the front of the school. At the conclusion of the 2009–2010 school year, the kitchen was professionally cleaned and modernized, and ten new computers were installed in the computer lab. In the 2010–2011 school year, our focus was technology. We purchased new computers for the computer lab and moved the current computers into the math classroom. This added an additional computer lab to our campus and enabled implementation of a Web-based math curriculum, ALEKS. In 2011-12, all computers in this math lab were updated. Additionally, all teachers now have projectors and screens in their classrooms. Staff attends workshops to enhance their technology skills. The district has provided Mesquite with a cart and 36 Chromebooks. With this addition, our current student-to-computer ratio is 1:1.

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.

Library

Although Mesquite High School has no general library, each classroom has its own book collection. Teachers continually encourage students to bring in a wide variety of reading materials. Mesquite uses the Accelerated Reader program, which encourages and motivates students to read. Mesquite has its own Accelerated Reader library materials for this program as well as several sets of board-approved novels.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-27-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				No apparent problems.
Interior: Interior Surfaces	X				VCT cracked. A work order has been submitted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				No apparent problems.
Electrical: Electrical				X	Wiring needs updated. Mesquite is included in the district's Facilities Master Plan for specific maintenance and repair and is scheduled for modernization.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				No apparent problems.
Safety: Fire Safety, Hazardous Materials	X				No apparent problems.
Structural: Structural Damage, Roofs			X		Water leaks detected in 8 classrooms. Tiles missing in 1 classroom. Slab is cracking in 1 classroom. Works orders have been submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems.
Overall Rating	Exemplary	Good	Fair	Poor	Our school is not in good repair, according to the criteria established by the Office of Public School Construction. Some of our deficiencies are critical, or may be widespread. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.
			X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	27	50	44
Math	5	34	33

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	4	6	14	66	65	63	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	14
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	16
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	46	37	80.4	27	43	22	5
Male	11	46	19	41.3	42	37	16	0
Female	11	46	18	39.1	11	50	28	11
Black or African American	11	46	2	4.3	--	--	--	--
American Indian or Alaska Native	11	46	1	2.2	--	--	--	--
Asian	11	46	0	0.0	--	--	--	--
Hispanic or Latino	11	46	13	28.3	31	62	8	0
White	11	46	20	43.5	20	35	30	10
Two or More Races	11	46	1	2.2	--	--	--	--
Socioeconomically Disadvantaged	11	46	27	58.7	26	52	19	4
Students with Disabilities	11	46	1	2.2	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	46	38	82.6	79	11	5	0
Male	11	46	20	43.5	75	15	0	0
Female	11	46	18	39.1	83	6	11	0
Black or African American	11	46	2	4.3	--	--	--	--
American Indian or Alaska Native	11	46	1	2.2	--	--	--	--
Asian	11	46	0	0.0	--	--	--	--
Hispanic or Latino	11	46	13	28.3	92	0	8	0
White	11	46	21	45.7	67	19	5	0
Two or More Races	11	46	1	2.2	--	--	--	--
Socioeconomically Disadvantaged	11	46	28	60.9	89	4	4	0
Students with Disabilities	11	46	1	2.2	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Parents volunteer for such special activities as our Back-to-School Night and prom. Mesquite has a parent representative who attends the Superintendent's Council with the principal bi-monthly and a parent representative on the site council. Mesquite has a web page to keep parents, students, and the community apprised of school activities and events. In addition, Mesquite continues to promote a parent portal to provide access to their student's information such as attendance, grades, schedule, and contact information. The contact person for parent involvement is our principal, Jo Anne McClelland. She can be reached at (760) 499-1810.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Our small size creates a family-style atmosphere where students know each other and feel safe. Our staff members monitor the campus before, during, and after dismissal of school. We have a closed campus and require all visitors to register in the office before entering the campus. The principal conducts classroom walkthroughs several times each day and the campus supervisor monitors the grounds. A surveillance system was installed so that all areas of the campus can be viewed from the principal's office and by front office staff. A School Resource Officer is available when needed. We discuss school safety at our bi-weekly staff meetings and review our site safety plan regularly. Lock down drills and evacuation drills are conducted annually; fire drills occur once each semester. The staff has also been trained on how to keep students as safe as possible in the case of an intruder on campus. The principal's designee teacher attends the district safety committee meetings that are held quarterly. All staff members have been educated about the safety plan through an annual review.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	30.30	18.58	22.84
Expulsions Rate	1.01	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.72	6.68
Expulsions Rate	0.45	0.22	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

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

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

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Average Class Size and Class Size Distribution (Secondary)

Average Class Size			Number of Classrooms*									
			1-22			23-32			33+			
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	17	11	14	5	11	8	3					
Math	6	5	5	15	18	13						
Science	17	16	18	3	3	3		1				
SS	15	11	14	9	13	10	1					

* 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

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	.5
Other	0.63
Average Number of Students per Staff Member	
Academic Counselor	100

* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,306	\$40,379
Mid-Range Teacher Salary	\$57,563	\$62,323
Highest Teacher Salary	\$77,941	\$81,127
Average Principal Salary (ES)	\$96,621	\$99,192
Average Principal Salary (MS)	\$98,475	\$91,287
Average Principal Salary (HS)	\$110,862	\$112,088
Superintendent Salary	\$142,368	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
Administrative Salaries	5%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9493	0	9493	64238
District	◆	◆	4935	\$59,420
State	◆	◆	\$5,348	\$65,267
Percent Difference: School Site/District			92.4	8.0
Percent Difference: School Site/ State			102.4	1.9

* Cells with ◆ do not require data.

Types of Services Funded

Student and staff needs are identified through the process of program analysis. Both state and federal resources are available to address these identified needs. Our classroom materials, supplies, and tutoring programs are provided using LCFF and supplemental funds. LCFF Supplemental funds are being used to support a counselor to provide targeted services.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	37	29	34	45	36	19
All Students at the School	0	0		82		18

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Mesquite Continuation High School	2012-13	2013-14	2014-15
English-Language Arts	22	19	
Mathematics	17	11	18
Sierra Sands Unified School District	2012-13	2013-14	2014-15
English-Language Arts	58	58	63
Mathematics	58	57	55
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Mesquite Continuation High School	2011-12	2012-13	2013-14
Dropout Rate	4.70	2.80	2.10
Graduation Rate	89.97	92.66	94.66
Sierra Sands Unified School District	2011-12	2012-13	2013-14
Dropout Rate	4.70	2.80	2.10
Graduation Rate	89.97	92.66	94.66
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	49.21	86.58	84.6
Black or African American	33.33	89.66	76
American Indian or Alaska Native	100	100	78.07
Asian		100	92.62
Filipino		90.91	96.49
Hispanic or Latino	50	83.95	81.28
Native Hawaiian/Pacific Islander	50	87.5	83.58
White	50	86.38	89.93
Two or More Races	50	66.67	82.8
Socioeconomically Disadvantaged		67.74	61.28
English Learners	100	83.33	50.76
Students with Disabilities	45.45	78.71	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	55.67
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Career Technical Education Programs

We provide students with information about career and postsecondary options in an advisory class. Students develop a plan to help them reach their goals to attend trade or technical schools, military careers, enter the workforce, or attend college. The Armed Services Vocational Aptitude Battery and college placement exam for the local community college is administered on campus. Representatives from businesses and organizations are invited to help students explore a variety of career options. Many of our students are already working part time in the community. All coursework satisfies graduation requirements and entrance into community college. Each year, students have the opportunity to attend the College Career Day where they can explore a variety of career paths, talk directly to employers, and get information about their areas of interest. All students were invited to apply for our partnership with Marshall's Department Store which resulted in nine of our students being placed as interns. Half of those students were hired as part time employees.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. The accompanying table shows the percentage of our students who enrolled in a CTE course at any time during the school year. We enrolled three students in career technical education courses.

You can find information about our school's CTE courses and advisors in the Data Almanac at the end of this School Accountability Report Card. Information about career technical education policy is available on the CDE Web site.

DataQuest

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

Internet Access

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