



# River Oaks Academy

920 Hampshire Rd., Ste. X • Westlake Village, CA, 91361-2865 • (805) 777-7999 • Grades K-12

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### River Oaks Academy Charter School

5189 Verdugo Way  
Camarillo, CA 93012-8603  
(805) 383-1902  
www.vcoe.org

#### District Governing Board

Terri Childs  
Dr. John Horton  
Dr. Michael McCambridge  
Susan Willard  
Jennifer Berryhill

#### District Administration

Stan Mantooth  
**Superintendent**  
Claudia Weintraub  
**Director**

### School Description

#### Mission Statement

To find each child's interests, gifts and talents through personalized learning and parent partnership.

Too many children get lost in a one-size-fits-all educational system where a standardized classroom cannot meet their highly differentiated needs. Most of the students in the River Oaks Academy (ROA) program do not follow the traditional grade level benchmarks for development and learn best in personalized learning environment of individualized direction and pacing. These children thrive in an exploratory environment where they can develop their gifts, use their interests as a vehicle for addressing California content standards and demonstrate what they have learned. They display a wide range of interests and learning styles, excelling in everything from philosophy to engineering, art to the sciences, and mathematics to music ad infinitum. ROA focuses on providing a wide range of experiential and curricular opportunities that will enhance personal learning, pacing, and direction while nurturing interests, gifts and talents.

ROA is a non-classroom-based personalized learning program, with some site-based learning activities. These activities are designed to provide opportunities for socialization, additional academic support, and academic and non-academic enrichment to help students find their interests and gifts.

What this means is that we strive to allow the maximum flexibility in creating a student's individualized learning plan, so that the needs of that student can be fully met and his or her potential can be fully realized. To that end, our students receive a rigorous, standards-based education, combined with flexibility in delivery of content, materials and pacing.

The main point of contact between the school and the student is the credentialed teacher. The parent provides or facilitates the day-to-day instruction. The teacher meets at least once every twenty school days with each student. During this meeting, the teacher reviews the student's work, assesses and evaluates the work, interviews the student and parent, collects work samples and may provide the assignments, assists with the directions and/or planning for the next learning period. The teacher also helps the family complete required paperwork and provides guidance and counsel with regards to instructional strategies, curriculum, materials and other resources. In between meetings, there are frequent communications between the teacher and family, via email or telephones.

Our students participate in a variety of activities, at home, at our facility and in the community. The school provides classes and workshops.

Students participate in all state-mandated assessments, including the CAASPP and the Physical Fitness testing for students in grades 5, 7, and 9. Our high school students also have the opportunity to take the PSAT 10, PSAT 11 and SAT at our facility, since we are a College Board test approved site. Through our close collaboration with the County's CEC, we also have the opportunity to offer any career pathways that are available within the County of Ventura. In addition to the County's pathways, ROA has been offering 3 pathways on campus, due to a \$600,000 career pathway grant which we received 3 years ago. We now offer 2 pathways in Hospitality, Networking and Legal as well as the College and Career Seminar to all of our students at our resource center.

We also continue to add UC approved a-g courses each year as the demand increases and our high school populations continues to grow.

In May 2015, River Oaks Academy Charter School was awarded the distinction of a 6-year accreditation renewal by the Schools Commission of the Western Association of Schools and Colleges (WASC). WASC accreditation provides a certification to the public that our school is a trustworthy institution of learning, validates the integrity of our school's program and student transcripts, and assures the greater school community that our school's purposes are appropriate and being accomplished through a viable educational program.

In the spring of 2015, River Oaks Academy Charter School also successfully renewed its charter petition with the Ventura County Board of Education for another 5 years.

In 2016-17 school year, ROA opened a 2nd resource center in Oxnard at Seabridge. The center's location in Oxnard was chosen to make sure that we can serve our students in the West County better. At this time, we will start to offer 4 days workshops/classes; our SPED services as well as our tutoring services at the Oxnard site. We are continually looking at expanding the offerings as our student population grows.

### 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.

2017-18 Student Enrollment Data Reported by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	1.1
Hispanic or Latino	23.6
Native Hawaiian or Pacific Islander	0.0
White	68.1
Socioeconomically Disadvantaged	27.0
English Learners	0.8
Students with Disabilities	11.8
Foster Youth	0.0

### 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 Credential			
River Oaks Academy	16-17	17-18	18-19
With Full Credential	13	13	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
River Oaks Academy Charter School	16-17	17-18	18-19
With Full Credential	♦	♦	16
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

2017-18 Student Enrollment Data Reported by Grade Level	
Grade Level	Number of Students
Kindergarten	16
Grade 1	18
Grade 2	17
Grade 3	12
Grade 4	14
Grade 5	25
Grade 6	18
Grade 7	29
Grade 8	26
Grade 9	17
Grade 10	26
Grade 11	22
Grade 12	23
Total Enrollment	263

River Oaks Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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 2018-19)**

We offer a wide variety of different curriculum in all areas of study, due to the personalized learning program we are. We therefore, have an extensive choice of books, online and blended materials available for our students. Our teachers discuss with our families what is best suited for the student, matching his/her learning style and the parent's teaching style.

When necessary, we also purchase materials specifically for certain students, since we do not have to adopt one curriculum only, but can meet our students' individual needs.

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson Prentice-Hall, Glencoe, Spectrum, Writeshop, Triumph Learning, Edgenuity,  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Prentice Hall, Teaching Textbooks, Math-U-See, Right Start Math, Perfection Learning, Life of Fred, Singapore Math, Saxon Math, Triumph Learning, Edgenuity  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Prentice-Hall, Real Science 4 Kids, Harcourt, Holt  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Prentice-Hall, Story of the World, A History of Us, America: The Story of Us, Scott Foresman  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Pearson Prentice-Hall, Rosetta Stone, Glencoe  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Pearson Prentice-Hall The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Cengage Learning The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

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

Non-Classroom Based--N/A

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

## 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
<b>ELA</b>	58.0	61.0	43.0	54.0	48.0	50.0
<b>Math</b>	34.0	38.0	31.0	41.0	37.0	38.0

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.

2016-17 and 2017-18 Results for Science for All Grades						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	2016-17		2017-18		2018-19	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or

exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

#### 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

Grade Level	2016-17 and 2017-18 Results for Physical Education for All Grades		
	4 of 6	5 of 6	6 of 6
5	20.0	32.0	24.0
7	13.0	21.7	21.7
9	27.8	11.1	33.3

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

2017-18 Results for English Language Arts for All Grades				
2017-18 Results for English Language Arts for All Grades				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	147	94.84	61.22
Male	92	87	94.57	55.17
Female	63	60	95.24	70.00
Filipino	--	--	--	--
Hispanic or Latino	40	37	92.50	54.05
White	111	106	95.50	63.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	45.71
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00	28.57

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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	147	94.84	38.1
Male	92	87	94.57	40.23
Female	63	60	95.24	35
Filipino	--	--	--	--
Hispanic or Latino	40	37	92.5	27.03
White	111	106	95.5	41.51
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.22	25.71
English Learners	--	--	--	--
Students with Disabilities	14	14	100	14.29

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 2018-19)

Our most significant collaboration, by the very nature of our design, is with our parents, who partner with us to be fully involved in their children's education. ROA offers parents the support and options necessary to teach their children in the ways their children learn best. ROA provides parent workshops, coaching and support by credentialed teachers. ROA teachers meet with students and parents regularly, which means at least every 20 days but in many cases much more frequently.

Parents join the PAC (Parent Advisory Committee) and help form the direction of both curricular and extra-curricular activities: field-trips, supplementary curriculum, workshops, park-days, fundraising, and school-wide events.

Parents are invited to give input by participating in surveys, on a variety of panels and committees and by an open door policy. Stakeholders are informed weekly through director's emails, teacher emails and bulletin board updates. ROA also has its own phone application, which is used for a variety of communication with our families. We also have a parent supported yahoo group for parents to share information with each other. Parents join different committees, including the budget committee and other ad hoc committees when needed.

Parents are welcomed and encouraged to give input at a variety of forums. Our parents and students meet with teachers at least monthly or more frequently, during which they can also share any comments and input they may have.

#### 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

River Oaks Academy, a non-classroom based school, has a comprehensive Emergency Handbook, Policies and Procedures. The Handbook is available in each room at both resource centers and staff is continuously trained in emergencies, such as fire drills, earthquake drills, active shooter training, CPR, and more.

We are currently working on updating our School Safety Plan as per AB1747.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	4.3	3.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Number of Full-Time Equivalent (FTE)	
Academic Counselor	.6
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	.6
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	90

\* 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			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	3.0	4.0	3.0	24	21	28						
Mathematics	3.0	3.0	2.0	27	31	57						
Science	4.0	5.0	2.0	7	11	29						
Social Science	3.0	3.0	3.0	20	26	32						

\* 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 participates in a variety of conferences and staff development throughout the year and has weekly staff collaboration time scheduled. We encourage staff to attend conferences and professional development in areas of passion and then share their knowledge with the entire staff. We attend regular professional development in the areas of math, ELA, science, technology, social welfare and charter related topics. We also have staff attend meetings related to our career pathway programs. Staff members also train each year in school safety, CPR, and other annual training requirements.

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
<b>Percent of District Budget</b>		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/csl/](http://www.cde.ca.gov/ds/fd/csl/).

Level	Expenditures Per Pupil			Average Teacher Salary
	Level	Instruction	Instruction	
School Site	\$9,680	\$1,441	\$8,239	\$58,714
District	♦	♦	\$8,239	\$58,714
State	♦	♦	\$7,125	
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			14.5	N/A

\* Cells with ♦ 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

N/A

	2014-15	2015-16	2016-17
<b>River Oaks Academy</b>			
Dropout Rate	--	0.0	16.7
Graduation Rate	--	100.0	83.3
<b>River Oaks Academy Charter School</b>			
Dropout Rate	41.8	40.2	26.9
Graduation Rate	26.4	27.3	20.7
<b>California</b>			
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	30.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	21.1

\* Where there are student course enrollments.

Measure	CTE Program Participation
Number of pupils participating in CTE	30
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Group	Graduating Class of 2017		
	English	Math	Science
All Students	100.0	75.6	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	50.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	74.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6

Group	Graduating Class of 2017		
	English	Math	Science
White	100.0	83.8	92.1
Two or More Races	0.0	60.0	91.2
Socioeconomically Disadvantaged	100.0	74.3	88.6
English Learners	0.0	81.8	56.7
Students with Disabilities	100.0	55.7	67.1
Foster Youth	0.0	100.0	74.1

### Career Technical Education Programs

The end of the 2014-15 school year, we received a \$600,000 CCPT grant to build 3 different career pathways. ROA partnered with another charter school and formed the Gold Coast Consortium. As such, we submitted a proposal for a total of 6 pathways between the two schools. We started to build our CTE program during the 2015-16 school year, where we offered not only the College and Career Seminar (CCS) (based on the Get Focused Stay Focused curriculum), but also added our career pathways. We made the CCS a mandatory graduation requirement, since we felt the benefits were far reaching and helping in getting students college and career ready.

We are now offering two classes in each pathway: Networking, Hospitality and Legal. All our CTE pathways are a-g approved and taught by CTE credentialed teachers. They are open to all high school students and teachers encourage all students to participate in these offerings. Teachers make accommodations and personalize the pathway offerings, as we do with all of our classes. Two of the teachers are our own teachers who received their CTE credentialing, and one teacher we share with the local CEC program. Several of our students take advantage of career pathway classes which are offered through the Ventura County CEC as well.

ROA has been successful in articulating one of the Networking classes as well as the College and Career Seminar. We are now working on articulating the Hospitality pathway classes. The legal pathway has been articulated through the CEC already. We have representatives of all of our pathways in our advisory committee and meet with the representatives regularly to discuss industry developments. We also work closely with the County's CEC staff and are appraised of any new opportunities within the CTE field that are arising, as well as included in any new opportunities that present themselves within the County of Ventura.

The 2017-18 school year was the 3rd year of the pathway grant funds. We continue to work on adding business partners and collaborate with many experts from the various industry sectors. We invite speakers and organize field trips for our students. One of the most successful and impactful field trips for the last couple of years has been the Leadership seminar at Disneyland. We also continue to offer a Work Experience Program, which is led by our high school guidance counselor.

Students are successful, if they complete 2 classes within the same pathway. We by now have several completers.

### 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.