



Houghton-Kearney School

8905 W. Kearney Boulevard • Fresno, CA 93706 • (559) 276-5285 • Grades K-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Central Unified School District

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District Governing Board

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Director, K-8 Education

School Description

Houghton-Kearney K-8 School is a vibrant school and an exciting place to be. We strive for every student to be prepared for success in college, career, and community. Houghton Kearney, with an attendance area of approximately 40 square miles, lies in a rural setting. The school has an enrollment of approximately 221 students. It is the only K-8 school in Central Unified School District. The migrant population has approximately the same ethnic makeup as the regular school population. The school has always been the hub of the local community as there is not a town nearby. H-K is also steeped with tradition, often having children and grandchildren of former students attend. One of our major strengths is the involvement of parents in our educational system. The Houghton-Kearney Community Club, School Site Council, and English Learner Advisory Council are very supportive, involved, and share the vision that each child is prepared for success.

It is Houghton-Kearney's mission is for every student to engage in rigorous relevant standards-based instruction in every class every day to ensure student learning. Our staff embraces the following three goals, in alignment with the district, to prepare our students for academic success and to foster our students' connection between school and home:

Goal #1: Learning for Academic Excellence

We have the academic programs that are state and district adopted and designed to meet the needs of a diverse group of students. We also have interventions in place that we monitor on a weekly basis to help us achieve this success for our students. We have also set positive behavior, character, and attendance goals that our school is achieving.

Goal #2: Staff recruitment and development for academic achievement

All personnel at Houghton-Kearney are recruited and professionally developed with student achievement in mind.

Goal #3: Support system for academic excellence

The support system, personnel resources and use of all funds are directed with student achievement in mind.

We and our stakeholders share in our vision and experience our core values of character, leadership, innovation, and continuous improvement at Houghton-Kearney, as we strive for every student to be prepared for success in college career and 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	29
Grade 1	16
Grade 2	29
Grade 3	20
Grade 4	27
Grade 5	22
Grade 6	24
Grade 7	34
Grade 8	19
Total Enrollment	220

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	4.5
Filipino	0.5
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0
White	33.6
Two or More Races	0.5
Socioeconomically Disadvantaged	67.3
English Learners	20
Students with Disabilities	6.8
Foster Youth	0

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			
Houghton-Kearney School	14-15	15-16	16-17
With Full Credential	9	10	12
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	737
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Houghton-Kearney School	14-15	15-16	16-17
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

2015-16 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	95.8	4.2
High-Poverty Schools	95.8	4.2
Low-Poverty Schools	0.0	0.0

* 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 2016-17)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin (Grades K - 6) Adopted 2008-2009 McDougal Littell California Literature (Grades 7-8) Adopted 2008-2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Carnegie Learning - Integrated Math I Adopted 2015-2016 Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015 Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015 Pearson Envisions K-6 Adopted 2016-2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Holt, Rinehart & Winston (Grades 7-8) Adopted 2007-2008</p> <p>Scott Foresman: Science California (Grades K-6) Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Holt, Rinehart & Winston (Grades 7-8) Adopted 2006-2007</p> <p>Houghton Mifflin (Grades K-6) Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>EMC Paradigm- Accion (Adopted 05-06)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Houghton-Kearney sits on 9 acres and 30,886 square feet. It contains 16 classrooms at 15,880 sq ft, and 7 restrooms at 751 sq ft. The oldest main building was built in 1951. Current enrollment is 255.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Damaged & stained ceiling tiles are being replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Pest control has increased to eliminate hazards.
Electrical: Electrical		X		Exhaust fan does not work (work order submitted).
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucets have low flow (Repaired)
Safety: Fire Safety, Hazardous Materials		X		New security camera system was installed
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	33	43	31	39	44	48
Math	31	34	22	26	34	36

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	38	28	44	48	41	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.2	31.8	9.1
7	21.2	30.3	12.1

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	42	41	97.6	43.9
Male	23	23	100.0	52.2
Female	19	18	94.7	33.3
Hispanic or Latino	24	23	95.8	34.8
White	15	15	100.0	46.7
Socioeconomically Disadvantaged	30	29	96.7	31.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 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 Met or Exceeded
All Students	3	19	19	100.0	36.8
	4	28	28	100.0	28.6
	5	22	22	100.0	36.4
	6	25	25	100.0	56.0
	7	35	34	97.1	61.8
	8	20	20	100.0	30.0
Male	4	13	13	100.0	30.8
	6	11	11	100.0	36.4
	7	20	19	95.0	52.6
	8	13	13	100.0	30.8
Female	4	15	15	100.0	26.7
	5	12	12	100.0	33.3
	6	14	14	100.0	71.4
	7	15	15	100.0	73.3
Hispanic or Latino	3	14	14	100.0	35.7
	4	16	16	100.0	18.8
	5	13	13	100.0	30.8
	6	17	17	100.0	41.2
	7	21	21	100.0	71.4
	8	11	11	100.0	36.4
White	4	11	11	100.0	45.5
	7	12	11	91.7	36.4

School Year 2015-16 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 Met or Exceeded
Socioeconomically Disadvantaged	3	15	15	100.0	33.3
	4	17	17	100.0	11.8
	5	18	18	100.0	27.8
	6	18	18	100.0	50.0
	7	22	22	100.0	59.1
	8	12	12	100.0	16.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	3	19	19	100.0	47.4
	4	28	28	100.0	14.3
	5	22	22	100.0	18.2
	6	25	25	100.0	32.0
	7	35	34	97.1	55.9
	8	35	34	97.1	55.9
Male	4	13	13	100.0	23.1
	6	11	11	100.0	27.3
	7	20	19	95.0	47.4
	8	20	19	95.0	47.4
Female	4	15	15	100.0	6.7
	5	12	12	100.0	16.7
	6	14	14	100.0	35.7
	7	15	15	100.0	66.7
	8	15	15	100.0	66.7
Hispanic or Latino	3	14	14	100.0	50.0
	4	16	16	100.0	6.3
	5	13	13	100.0	7.7
	6	17	17	100.0	29.4
	7	21	21	100.0	61.9
	8	21	21	100.0	61.9
White	4	11	11	100.0	27.3
	7	12	11	91.7	36.4
	8	12	11	91.7	36.4

School Year 2015-16 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 Met or Exceeded
Socioeconomically Disadvantaged	3	15	15	100.0	46.7
	4	17	17	100.0	11.8
	5	18	18	100.0	5.6
	6	18	18	100.0	27.8
	7	22	22	100.0	50.0
	8	22	22	100.0	50.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

Houghton Kearney welcomes and encourages parent involvement in school activities in a variety of ways. Input is sought from parents, both formally and informally, on a continuing basis through their participation in: annual site surveys, specific program surveys, such as English Learner and Migrant programs, Local Control Accountability Plan input meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Education Workshops, Houghton Kearney's Community Club (HKCC), Fundraising Committee Meetings, Back to School Night, Open House, Parent Education Workshops, District English Learner Advisory Council, District Advisory Committee, Migrant Program meetings, Student Success Teams, interim parent conferences in both the fall and spring, sporting and school events. Input from our parents/guardians is used to plan, implement, evaluate, and modify our instructional programs and protocols to improve instruction and closing the achievement gap. In addition, parents take active roles acting as yard and noon duty aides on a daily basis and volunteering to coach, help in classrooms, and chaperone on field trips. Translation and interpretation services are provided.

Contact Person Name: Marcela Brekke

Contact Person Phone Number: 559-276-5285

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

The Safe School Plan is updated and aligned with the district plan every year. Relevant names, roles and contact information are kept current. The plan is presented and reviewed at a staff meeting at the beginning of the year and monitored as needed. Each room has a comprehensive safety plan. Rooms are equipped with land-line phones, disaster code posters, evacuation routes (posted), two-way radios and portable first aide kits. Drills are also conducted every month. The latest School Safety Plan was approved at the School Site Council on October 8, 2015. The latest plan was discussed on December 8, 2016. Motion to approve the updated School Safety Plan will be at our HK's next School Site Council meeting. Surveillance cameras are installed at the site.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	4.1	2.0	3.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.6	7.4
Expulsions Rate	0.5	0.3	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	91.7	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.50
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.25
Social Worker	0.00
Nurse	0.40
Speech/Language/Hearing Specialist	0.20
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	224

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	28	27	29				2	1	1			
1		30	16			1		1				
2	27	22	29				1	1	1			
3	27	24	20			1	1	1				
4	28	23	27				1	1	1			
5	33	26	22					1	1	1		
6	33	33	24						1	1	1	

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English												
Mathematics												
Science												
Social Science												

* 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

Each year categorical money is spent to train teachers in areas consistent with Central Unified School District and Houghton-Kearney Goals. Professional Development, both formal and informal, has been provided in the areas of Common Core Mathematics, Language Arts, and Literacy Standards and Practices, English Learner strategies, 21st Century Learning Skills (communication, critical thinking, creativity, collaboration), Positive Behavior Intervention System, Response to Intervention, Data Analysis, Differentiation, Lesson Planning, SBAC testing, and Technology. Each semester teachers participate in a district-led Professional Learning Community (PLC) collaboratives which target these same essential topics. In addition, our teachers meet twice monthly as a staff, to assist in the training to practice transition of learning. Special education, instructional coaches, and GATE staff are always invited and encouraged to attend, if schedules permit. Each of these professional development areas and training have been selected based upon student/school need and what research has proven to be most effective. Teachers also meet weekly in grade level cluster PLCs to utilize student performance data to diagnose strength and growth areas and address the needs and professionally develop as the data suggests. PLCs are facilitated by the site's instructional coach, GIA, and principal. In addition, Ongoing instructional supervision by site administration includes classroom observations and timely feedback to ensure accountability and reflection of first best instruction and tiered interventions.

After school and paraprofessionals are also included in the trainings to build their capacity and support for the overall Houghton-Kearney program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,763	\$44,958
Mid-Range Teacher Salary	\$61,731	\$70,581
Highest Teacher Salary	\$81,368	\$91,469
Average Principal Salary (ES)	\$97,728	\$113,994
Average Principal Salary (MS)	\$102,715	\$120,075
Average Principal Salary (HS)	\$109,802	\$130,249
Superintendent Salary	\$201,759	\$218,315
Percent of District Budget		
Teacher Salaries	33%	38%
Administrative Salaries	5%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,424.02	\$143.47	\$5,280.55	\$70,810.89
District	♦	♦	\$7,062.53	\$69,536.60
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-25.2	1.8
Percent Difference: School Site/ State			-7.0	-4.6

* Cells with ♦ do not require data.

Types of Services Funded

Houghton-Kearney provides instruction in all core content areas, plus performing arts via band, choir, and dance. Best first instructional practices are implemented daily by in each classroom in alignment with our Response to Intervention program. Intervention is provided for strategic students in each classroom by the classroom teacher through small group/whole group re-teaching and remediation on targeted skill areas based on need of student. Intervention for intensive students occurs on a pull-out basis with an intervention reading teacher, Special Education teacher/aide, GATE site coordinator, and through individualized tutoring in our after school program. In addition to these services, itinerant GATE teacher and student intervention assistance is funded through categorical. Professional development for teachers and aides is funded through categorical funds. Field trips are also provided by fundraising done by the student body and the Houghton-Kearney Community Club. Technology, use of computers and student tablets, is also being used by all staff and students to make instruction accessible to all students and to expand instructional experiences for students. School choice and supplemental educational services are offered to all eligible students.

DataQuest

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

Internet Access

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