

# Linda Elementary School

6180 Dunning Ave. • Marysville, CA 95901 • (530) 741-6196 • Grades K-6

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



### Marysville Joint Unified School District

1919 B Street  
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#### District Governing Board

Paul F. Allison  
Jeff D. Boom  
Frank J. Crawford  
Randy L. Davis  
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Randy L. Rasmussen  
Susan E. Scott

#### District Administration

Gay Starkey, Ed.D.  
Superintendent



### School Description

Welcome to Linda Elementary School! Our staff is dedicated to the safety and education of all students. We work closely with parents, the community and each other to establish a caring partnership for the wellbeing of our students. Our school environment is framed with three expectations; Be Safe - Be Responsible - Be Respectful. Our students develop a sense of belonging and competency in our school community. Our staff continually hones our skills through professional development and collaboration so that quality instruction is delivered. At Linda Elementary School we are "Committed to Excel through Respect, Responsibility, Safety and Academics." We have developed our collective commitments as a staff to ensure that our students receive all that they need to be successful.

#### Our Collective Commitments:

- We will actively communicate with the Linda School community via Dojo, notes home, email, phone calls, conferences, texts, SSTs & IEPs, report cards and progress reports.
- We will actively collaborate with the Linda School community via staff meetings, grade level meetings, SSTs & IEPs, school functions, texts, conferences, phone calls, email, and Site Council
- We commit to supporting and empowering students through positive reinforcement and multiple opportunities to demonstrate learning in order for them to reach their personal goals.
- We commit to supporting students at a variety of levels by using various interventions and extensions; Such as small group instruction, progress monitoring, and reteaching as well as enrichment of topics.
- We commit to ensuring that all staff, families, and students are valued and respected through words and actions.
- We commit to respect by modeling: listening without interrupting, responding appropriately, teaching manners, showing appreciation, accepting all family backgrounds and differences, modeling appropriate language for school contrasted with friend or home language, and we will check in with students concerning student interaction/relationships with one another.
- We commit to teaching core standards to highest level of individualized mastery and understanding, using Best Practices to match the needs of ALL students, lead by example by modeling our three PBIS expectations; Be Respectful, Be Responsible, Be Safe, and provide access to higher learning to students that are excelling.
- We will help students to be successful through differentiated instruction and provide many opportunities for learning. All students, staff, and parents will work together to ensure active learning. Positive behavior will be expected school wide.
- We commit to providing a safe and inclusive environment, physically and emotionally. We will begin in our classrooms, extend that to our school, and then broaden to our community.
- STARS will encourage after school students to model expected behavior, support our students academically and emotionally, and be devoted to being open-minded with all students and their families. We will build strong relationships with staff.

## 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 by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	86
Grade 2	88
Grade 3	96
Grade 4	95
Grade 5	94
Grade 6	84
<b>Total Enrollment</b>	<b>662</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	2.4
Asian	24.8
Filipino	0.3
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	0.3
White	24.9
Socioeconomically Disadvantaged	92.9
English Learners	32.3
Students with Disabilities	11.9
Foster Youth	1.4

## 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			
Linda Elementary School	16-17	17-18	18-19
With Full Credential	31	30	31
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Linda Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	1	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)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill, Reading Wonderworks, RSP K-6 (2015) McGraw Hill, FLEX, SDC 3-5 (2015) McGraw Hill, World of Wonders, Gr. TK (2015) McGraw Hill, Wonders, Gr. K-6 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan Macmillan/McGraw- California, Science, Gr. K-5 (2007) Holt, Rinehart and Winston, California, Science Earth, Life, and Physical Science, Gr. 6-8 (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California, Gr. K-5 (2006) Pearson Scott Foresman and Prentice Hall: California History-Social Science: myWorld Interactive Gr. 6-8 (2018) 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

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

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

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Ceiling tiles are torn and have water stains. Torn carpet and wall paper. Broken and missing sink cabinet handles. Wood paneling is chipping and peeling on sink cabinets. Missing and broken floor tiles. Hole in ceiling, ceiling tile and wall. Loose rubber molding. Water damage to ceiling. Burns on countertop. Stall divider is rusted and deteriorating.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items are stored too high. Rodent droppings under sink. Floor is extremely dirty near urinals. Sink basin is filthy. Room is cluttered.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: October 2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	Missing outlet and ethernet covers. Extension cords are being permanently used. Surge protectors and extension cords are daisy chained. Broken, missing and loose light diffusers. Prongs broken off in outlet. Blocked access to electrical panel. Cords are creating trip hazards.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Drinking fountains and faucet are loose at base. Drinking fountains have no, low and sporadic flows. Faucets have low flows, a constant drip and leak at fitting. Toilets leak at wall and fitting. Missing drain guards, sink cap, faucet handle and drinking fountain button. One stall is out of order.
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Peeling paint on eaves, walls and door frame. Improperly stored cleaning supplies and pesticides. Plug-in air fresheners and candle warmer. Paint and plaster peeling on ceiling and wall. One evacuation map is not posted. Compressed gas cylinder is not secured. Excessive objects hanging from light fixtures.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</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

**2017-18 CAASPP Results for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	24.0	23.0	36.0	36.0	48.0	50.0
<b>Math</b>	17.0	20.0	25.0	27.0	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.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	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	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.9	17.2	20.4

\* 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.

**School Year 2017-18 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	372	370	99.46	22.97
Male	189	188	99.47	14.89
Female	183	182	99.45	31.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	81	100.00	18.52
Hispanic or Latino	163	163	100.00	21.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	90	98.90	28.89
Two or More Races	15	15	100.00	26.67
Socioeconomically Disadvantaged	359	357	99.44	22.13
English Learners	177	177	100.00	22.60
Students with Disabilities	54	53	98.15	11.32
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100.00	16.67

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	373	371	99.46	19.68
Male	190	189	99.47	18.52
Female	183	182	99.45	20.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	81	100	23.46
Hispanic or Latino	164	164	100	15.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	90	98.9	25.56
Two or More Races	15	15	100	20
Socioeconomically Disadvantaged	360	358	99.44	19.55
English Learners	177	177	100	19.77
Students with Disabilities	54	53	98.15	13.21
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	12	12	100	25

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)

Educating our children is a team effort. Parents and guardians, students, school, and communities benefit where there is a shared responsibility for learning. Excellence in education is achieved when parents and the community help educators prepare students to successfully reach their dreams. Together, we can open the doors of tomorrow for students today. Linda Elementary School encourages parents to be a part of their child's learning experience. Opportunities range from serving on the Site Council, ELAC, Lion Pride, and volunteering in a classroom. Parents participate in Back to School Night, Family Dinner Nights, Reading Nights, Open House, Student Programs, and seasonal events. Parents also have the opportunity to network with one another and receive support through our Parent Education opportunities. Contact Judy Hart, Principal, at (530) 741-6196 for ways to become involved at Linda Elementary School.

#### 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

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The plan includes the following major elements: safe school goals, school crime assessment, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, teacher safety, sexual harassment policy, district tobacco policy - safe school drug and tobacco education, dress code, safety standards for arrival and departure, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	4.0	4.4	5.6
<b>Expulsions Rate</b>	0.1	0.3	0.0
<b>District</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	7.6	7.3	7.1
<b>Expulsions Rate</b>	0.5	0.6	0.6
<b>State</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	3.7	3.7	3.5
<b>Expulsions Rate</b>	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.

<b>Academic Counselors and Other Support Staff at this School</b>	
<b>Number of Full-Time Equivalent (FTE)</b>	
<b>Academic Counselor</b>	0.00
<b>Counselor (Social/Behavioral or Career Development)</b>	0.00
<b>Library Media Teacher (Librarian)</b>	1.00
<b>Library Media Services Staff (Paraprofessional)</b>	0.50
<b>Psychologist</b>	1.0
<b>Social Worker</b>	0.00
<b>Nurse</b>	0.00
<b>Speech/Language/Hearing Specialist</b>	.80
<b>Resource Specialist (non-teaching)</b>	1.00
<b>Other</b>	0.00
<b>Average Number of Students per Staff Member</b>	
<b>Academic Counselor</b>	0.00

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	23	1	1	1	5	5	4			
1	22	24	21				4	4	4			
2	21	23	22	2	1		2	3	4			
3	20	21	23	2			2	4	4			
4	31	28	31				3	3	3			
5	30	28	30				3	3	3			
6	30	27	27		1		3	3	3			
Other	10		9	1		2						

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

**Professional Development provided for Teachers**

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, certificated staff members must be continuously engaged in learning and improving their skills through deep professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days.

**FY 2016-17 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
<b>Percent of District Budget</b>		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	6.0

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

**FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,037	\$2,328	\$6,709	\$79,400
District	◆	◆	\$7,143	\$73,593
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-6.3	7.6
Percent Difference: School Site/ State			-6.0	3.7

\* 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**

The Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not performing at grade level.

### **DataQuest**

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

### **Internet Access**

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