



Walnut Elementary School

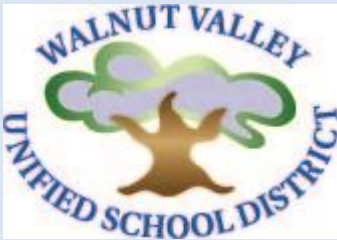
841 S. Glenwick Ave. • Walnut CA, 91789 • (909) 594-1820 • Grades K-5

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



Walnut Valley Unified School District

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School Description

Welcome to Walnut Elementary's annual School Accountability Report Card issued in accordance with Proposition 98 to fulfill state and federal disclosure requirements. The report contains valuable information about academic achievement, staff, instructional programs and materials, safety procedures, classroom environments, and our facilities.

School Description:

Walnut Elementary School is a welcoming educational environment reflecting the 21st Century world in which we live. We are one of nine elementary, three middle, and two comprehensive and one alternative high schools in the Walnut Valley Unified School District. Walnut Elementary meets the needs of our 675 students through innovative and supportive instructional programs. We were recognized by the State of California as a 2012 California Distinguished School. Our teachers meet in Grade Level Collaboration teams to embed Common Core State Standards and focus more on informational text, challenging real-world projects, academic language, and evidence-based answers while continuing to build strong reading, writing, and math skills in their students. Intervention teachers assist those requiring more support in these areas. As a Title One school, Data Days are used to develop goals for individual students after a extensive review of all student data.

The original Walnut Elementary School was constructed in 1892. The present facility, constructed in 1971, underwent modernization in 2005. The main building houses the administrative office, multipurpose room, health room, two workrooms, a staff lounge, the Elementary Learning Specialist office, the school psychologist office and counseling office, the Title I Specialist office, and one conference room. There are also four Grade One classrooms and a technology lab with virtual desktops funded by Common Core state monies. The kindergarten wing has six classrooms, including a preschool/kindergarten for students with severe developmental needs and a full day SAI kindergarten class. Seventeen second through fifth grade classrooms surround the quad in addition to portable classrooms for Intervention, Adaptive Physical Education, Speech and Language, and Specialized Academics.

We are proud that Walnut Elementary is the first and only elementary school in the district to have the Dual Language Immersion in Mandarin program. Currently, we have two classes in all grade levels, Kindergarten through fifth. Students are taught 50% of their day in English and the other 50% in Mandarin.

The K-5 student and staff population is a reflection of our ethnically diverse community. The student populations are divided as follows: 34% Hispanic, 47% Asian, 9% White, 2% Filipino, 1% Pacific Islander, 2% African-American, and 5% two or more races. 19.80% are identified as Free and Reduced lunch. Our SES population is 11% Hispanic, 10% Asian, 1% White, and 1% African-American. Our English Learner population is 74% Asian, 22% Hispanic, and 1% White. Parent involvement is one of the major contributors to our school success. Community Club, School Site Council, and English Learner Advisory Committee are some of the organizations in which parents and families can be involved. Parents, students, teachers, support staff, and administration work together in an atmosphere of mutual respect and cooperation.

Technology is embedded both in our classrooms and our professional environments. Classrooms have LCD projectors, document cameras, and desktop computers to enhance learning. We have Chromebooks available for every grade level first through fifth. Our kindergarten classes share a class set of iPads. Currently, 28 Chromebooks are shared in Grade 1, 28 in second, 30 are shared in Grade 3, 35 are shared in Grade 4, and fifth grade also has a full class set of 35 Chromebooks. Our technology lab is used by all students, with online programs such as Mind Institute ST Math, Accelerated Reader, and other programs including Starfall and Imagine Learning.

We have continued supporting "Genius Hour" for students in grades three, four, and five. Students choose among STEAM activities such as folk dance, gardening and agriculture, drama, computer coding, school newsletter, yoga, leadership, and much more. All students receive physical education and academic art. Fourth grades receive music and fifth grades may choose to join band or choir during school hours, and an after school choir is also available for all fourth and fifth grade students. The STAR (Success Through Awareness and Resistance) Program, facilitated by the Sheriff Deputies, is provided for all the fourth and fifth grade classes. After school, fee-based programs include Symphonic Strings, Success through Chess, and Lego Engineering.

Walnut Elementary Mission Statement:

Walnut Elementary School is dedicated to teaching our students through innovative programs, strong interventions, and family involvement. The staff epitomizes the energy needed to teach to the Common Core State Standards, and facilitate the application of knowledge in real-life situations through research-based, meaningful lessons designed to challenge students to think critically and develop convincing arguments. We celebrate diversity by institutionalizing equity in classroom instruction. We provide a variety of enriching activities within the school day to give our students opportunities to develop the 5 C's of critical thinking, creativity, collaboration, communication, and citizenship. Data-based assessments and observations are proof that the goals set by staff, administration, parents, and students are being met.

Walnut Elementary Vision Statement:

Walnut Colts are an inclusive community of empathetic and respectful problem solvers who communicate effectively, own their actions, listen attentively, take risks, and support their 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 Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	54.1
Filipino	3.5
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	1
White	5.1
Two or More Races	5.3
Socioeconomically Disadvantaged	23
English Learners	19.4
Students with Disabilities	7
Foster Youth	1

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	107
Grade 1	106
Grade 2	105
Grade 3	118
Grade 4	102
Grade 5	66
Total Enrollment	604

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			
Walnut Elementary School	14-15	15-16	16-17
With Full Credential		24	28
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0
Walnut Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	592
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Walnut Elementary School	14-15	15-16	16-17
Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		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	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	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)

All textbooks used in the core curriculum at Walnut Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 21, 2016, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #13-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Walnut Valley Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

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	Hampton Brown, ESL Library - Super Classroom Sets - 2002 Houghton Mifflin, Reading California - 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Company, Houghton Mifflin Math Expressions - 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace, Social Science - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Walnut Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Walnut Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday June 7, 2016. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2016-17, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 07, 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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 07, 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
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

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	87	86	80	86	84	84	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	16.2	17.6	39.7

* 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 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	63	67	72	74	44	48
Math	63	71	68	72	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.

**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	70	69	98.6	79.7
Male	37	37	100.0	81.1
Female	33	32	97.0	78.1
Asian	36	35	97.2	82.9
Hispanic or Latino	23	23	100.0	69.6
Socioeconomically Disadvantaged	23	23	100.0	78.3
English Learners	16	15	93.8	46.7

* 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	124	120	96.8	70.8
	4	109	105	96.3	59.0
	5	69	66	95.7	72.7
Male	3	61	59	96.7	64.4
	4	56	54	96.4	53.7
	5	37	36	97.3	66.7
Female	3	63	61	96.8	77.0
	4	53	51	96.2	64.7
	5	32	30	93.8	80.0
Asian	3	68	65	95.6	83.1
	4	53	49	92.5	75.5
	5	35	33	94.3	81.8
Hispanic or Latino	3	36	36	100.0	41.7
	4	32	32	100.0	28.1
	5	23	23	100.0	56.5
Socioeconomically Disadvantaged	3	31	31	100.0	61.3
	4	25	24	96.0	33.3
	5	23	23	100.0	69.6
English Learners	3	18	14	77.8	57.1
	4	16	14	87.5	21.4
	5	15	12	80.0	33.3

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	124	124	100.0	83.1
	4	109	106	97.3	65.1
	5	70	69	98.6	56.5
Male	3	61	61	100.0	78.7
	4	56	55	98.2	70.9
	5	37	37	100.0	59.5

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
Female	3	63	63	100.0	87.3
	4	53	51	96.2	58.8
	5	33	32	97.0	53.1
Asian	3	68	68	100.0	94.1
	4	53	50	94.3	86.0
	5	36	35	97.2	68.6
Hispanic or Latino	3	36	36	100.0	61.1
	4	32	32	100.0	37.5
	5	23	23	100.0	39.1
Socioeconomically Disadvantaged	3	31	31	100.0	71.0
	4	25	24	96.0	50.0
	5	23	23	100.0	43.5
English Learners	3	18	18	100.0	72.2
	4	16	15	93.8	46.7
	5	16	15	93.8	33.3

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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through phone calls, emails, flyers, the school marquee, school newsletters, the school website, Principal meetings, Blackboard ConnectEd, and Friday folders. Contact the school office at (909) 594-1820 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
 Library Assistant
 Room Parent
 Field Trips
 Snacky Friday

Community Club

School Site Council
 English Learner Advisory Council

School Activities

Back to School Night
 Family Literacy Nights
 Family Math Night

Title I Parent Nights
 Vocal & Performing Arts Performances
 COLT Stampede
 Rodeo Round-Up
 School Carnival

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 Comprehensive School Site Safety Plan was developed for Walnut Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.5	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.8	1.4	1.3
Expulsions Rate	0.0	0.0	0.0
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	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.80
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	3.00
Average Number of Students per Staff Member	
Academic Counselor	

* 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	21	17	24	1	2		4	4	4			
1	25	27	26				4	4	4			
2	24	26	26				5	4	4			
3	27	23	26		2		2	3	5			
4	36	29	35					2		2		4
5	27	35	35				2				2	4

Professional Development provided for Teachers

Most training and curriculum development activities at Walnut Elementary School revolve around the Common Core State Standards and the shifts required to meet these standards. Walnut Elementary School participates in staff development devoted to:

- Student Engagement Strategies
- GLAD Strategies
- ST Math Mind Institute
- Dual Language Immersion
- Writing strategies
- Language Arts
- Instructional Quality

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,120	\$44,958
Mid-Range Teacher Salary	\$71,280	\$70,581
Highest Teacher Salary	\$99,390	\$91,469
Average Principal Salary (ES)	\$108,259	\$113,994
Average Principal Salary (MS)	\$116,368	\$120,075
Average Principal Salary (HS)	\$128,652	\$130,249
Superintendent Salary	\$244,140	\$218,315
Percent of District Budget		
Teacher Salaries	41%	38%
Administrative Salaries	4%	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	\$7,997	\$3,046	\$4,952	\$76,217
District	♦	♦	\$7,500	\$79,035
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-34.0	0.7
Percent Difference: School Site/ State			-10.6	10.7

* Cells with ♦ do not require data.

Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title I
- Title II
- Title III
- State Lottery

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.