Rocklin Independent Charter Academy

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

Rocklin Unified School District
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**Deputy Superintendent,
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School Description

Rocklin Independent Charter Academy is a Western Association of Schools and Colleges/WASC accredited school which offers California State Standards Based Curriculum for students in grades K-12 culminating with a high school diploma. The RICA curriculum and instruction is tailored to meet the individual needs of its students providing choice, variety and flexibility. A variety of curriculum delivery options designed for charter school students is available. RICA is a blended school model with the support of intervention, direct instruction, technology, electives, and college preparation coursework. Our schools are located on two of the Rocklin Unified School District campuses in the City of Rocklin. Student assessment and performance is instructed and supervised by fully credentialed teachers.

The School's founders believe that a well-educated person in the 21st century possesses the knowledge and skills to succeed as effective citizens, workers, and leaders. They should be able to see connections so as to be able to make sense of the world and act within it in creative ways to purposely communicate, problem solve and disseminate information.
RICA serves students in grades K-12 who reside in Placer, Nevada, El Dorado, Sacramento, Sutter, or Yuba Counties.

MISSION STATEMENT:

The mission of Rocklin Independent Charter Academy is to facilitate learning opportunities to assist students in meeting their individual educational goals through a variety of learning options that are academically enriching.

VISION STATEMENT:

Rocklin Independent Charter Academy will build a community of active learners in grades K-12 by providing pathways for students to succeed in higher education, enter the workforce, and be a valued community member. Rocklin Independent Charter Academy will enable students to become competent, self-motivated, lifelong learners by providing a student centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the School.

ESLR's: Expected School-Wide Learning Results

We believe that all students graduating from Rocklin Independent Charter Academy will be prepared to meet the demands of today's society by demonstrating mastery of the Expected School-wide Learning Result's (ESLR's). Rocklin Independent Charter Academy will prepare students to become:

Self -Directed Life- Long Learners who:
• Set and achieve goals.
• Self-evaluate and revise in the process of achieving goals.
• Demonstrate self-respect by developing a strong work ethic towards personal & academic goals.

Critically Thinking Problem Solvers who:
• Develop problem-solving strategies.
• Distinguish fact from opinion.
• Connect ideas across subject matters to accomplish meaningful tasks.
• Collect and interpret information for meaningful writing assignments

Academic Achievers who:
• Exhibit proficiency in Reading, Writing, and Math.
• Demonstrate the ability to read, write, and listen reflectively and critically.
• Write and speak with confidence and clarity to a diverse audience.

Technologically Literate who:
• Proficiently use computers and commonly used production software.
• Explain the application of technology in different disciplines.

Valued Community Members who:
- Understand the role and responsibilities of a citizen.
- Demonstrate knowledge of human diversity and understand the importance of individual differences.
- Exhibit respect towards peers, adults, and the 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	2
Grade 1	2
Grade 2	2
Grade 3	1
Grade 4	4
Grade 5	2
Grade 6	4
Grade 7	6
Grade 8	10
Grade 9	12
Grade 10	20
Grade 11	35
Grade 12	45
Total Enrollment	145

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0
American Indian or Alaska Native	2.1
Asian	2.8
Filipino	2.8
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.7
White	70.3
Two or More Races	6.9
Socioeconomically Disadvantaged	33.8
English Learners	0.7
Students with Disabilities	15.9
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			
Rocklin Independent Charter Academy	**14-15**	**15-16**	**16-17**
With Full Credential	9	14	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	569
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Rocklin Independent Charter	**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	99.9	0.1
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.9	0.1

* 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)

Textbooks and Instructional Materials Year and month in which data were collected: 6-1-20-16	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	There are sufficient standards-aligned textbooks and other materials for each pupil. **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)

Rocklin Independent School now occupies the Rocklin Alternative Education Center campus on Victory Drive. This beautiful facility opened in January 2000. Students and staff take pride in the appearance of our school, and our lead custodian sees to it that our campus is always clean and safe. The district maintenance and grounds crew also pay regular visits and make inspections at our campus. A campus monitor helps supervise the buildings and grounds from 9:45 a.m. to 1:30 p.m. each day. Students are allowed on campus after 8:30 a.m. and all depart by 4:00 p.m. All visitors to the campus are required to sign-in in the administrative office.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In the 2012-13 school year, Rocklin Independent School was converted to Rocklin Independent Charter Academy to provide more options for our students. RICA students in grades K-6 are housed at Cobblestone Elementary School effective the 2014-15 school year.

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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

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	39	50	60	88	83	82	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**

* 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	44	55	70	71	44	48
Math	13	15	58	61	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	71	63	88.7	60.3
Male	33	26	78.8	61.5
Female	38	37	97.4	59.5
White	49	42	85.7	64.3
Socioeconomically Disadvantaged	25	22	88.0	45.5

* 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	**8**	18	15	83.3	53.3
	11	52	44	84.6	68.2
Male	**11**	16	15	93.8	80.0
Female	**11**	36	29	80.6	62.1
White	**8**	14	11	78.6	54.5
	11	39	32	82.0	71.9
Socioeconomically Disadvantaged	**11**	13	10	76.9	100.0

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	**11**	52	44	84.6	9.1
Male	**11**	16	15	93.8	13.3
Female	**11**	36	29	80.6	6.9
White	**11**	39	32	82.0	3.1
Socioeconomically Disadvantaged	**11**	13	10	76.9	20.0

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)
Parental involvement is available through our School Site Council which meets regularly to provide continued improvement and local governing. At the secondary level Rocklin Independent Charter Academy meets with every parent twice prior to enrollment through an intake appointment and a meeting with the teacher which occurs throughout the year. In our K-6 program, teachers meet individually with parents monthly, provide workshops for parents as teachers, and opportunities for parents to participate in class and at off site activities. For more information please contact the main office at (916) 632-3195.

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
All schools in the Rocklin Unified School District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs. It also includes an action plan for implementation.

Date of Last Review/Update: Updated each February of the school year based on feedback from District, Staff discussions and SRO. The Safety Plan (Specifically the rules/procedures on school discipline, disaster protocol, and harassment are reviewed with the staff each August prior to the start of the school year (with 3 drills scheduled throughout the year: October, January, April). Documentation is collected following each drill and reviewed by administration where changes are made based on feedback. Last Year's Safety plan was approved by Site Council on January 27, 2016 after a presentation was conducted of the plan by Assistant Principal Skott Hutton.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.5	0.0	0.4
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	2.5	2.4	2.5
Expulsions Rate	0.0	0.1	0.1
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
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		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.4
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	166

* 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		8	4		1	1						
1			3			1						
2			6			1						
3			3			1						
4			6			1						
5			5			1						
6			6			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	4	10	9	29	10	10		1	3			
Mathematics	4	4	6	14	15	12			1			
Science	2	2	10	28	7	4			1			
Social Science	3	6	11	47	26	5			2			

* 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

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified's Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Professional Learning Communities; a commitment to systematic research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,217	$44,958
Mid-Range Teacher Salary	$67,516	$70,581
Highest Teacher Salary	$88,295	$91,469
Average Principal Salary (ES)	$116,913	$113,994
Average Principal Salary (MS)	$109,975	$120,075
Average Principal Salary (HS)	$136,466	$130,249
Superintendent Salary	$216,529	$218,315
Percent of District Budget		
Teacher Salaries	43%	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	6627	192	6434	67516
District	♦	♦	6360	$71,152
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			1.2	-5.1
Percent Difference: School Site/ State			13.3	-9.0

* Cells with ♦ do not require data.

Types of Services Funded

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, CORE K-12 classes, Gifted and Talented Education (GATE).

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Rocklin Independent Charter Academy	2011-12	2013-14	2014-15
Dropout Rate		10.50	11.90
Graduation Rate		81.58	79.66
Rocklin Unified School District	2011-12	2013-14	2014-15
Dropout Rate		2.10	3.10
Graduation Rate		94.98	94.40
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	13
% of pupils completing a CTE program and earning a high school diploma	98%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	31%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	81.36
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.1

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	100	98	86
Black or African American	0	100	78
American Indian or Alaska Native	0	80	78
Asian	50	98	93
Filipino	0	95	93
Hispanic or Latino	90	97	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	99	91
Two or More Races	100	97	89
Socioeconomically Disadvantaged	75	86	66
English Learners	0	57	54
Students with Disabilities	100	100	78

Career Technical Education Programs

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

Rocklin Independent School provides programs in:

Business Communications	Animal Veterinary Careers	Law Enforcement	Baking & Pastry Careers
Auto Technology	Work Experience Cosmetology	Health and Medical Careers	Culinary Arts
Child Dev & Education	Construction Technologies	Automotive Services	Computer Studies
Engineering for Manufacturing	Dental Careers	Fire Science	Graphic Arts

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.