



Sequoia Middle School

600 West Grand Ave. • Porterville, CA 93257 • (559) 788-0923 • Grades 7-8

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<http://www.sequoiahawks.org/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Porterville Unified School District

600 West Grand Avenue
Porterville, CA 93257
(559) 793-2400

<http://www.portervilleschools.org>

District Governing Board

Hayley Buettner

David DePaoli

Lilian Durbin

Sharon Gill

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District Administration

Ken Gibbs, Ed.D.

Superintendent

Nate Nelson, Ed.D.

Assistant Superintendent

Business Services

Martha Stuemky, Ed.D.

Assistant Superintendent

Instructional Services

Andrew Bukosky, Ed.D.

Assistant Superintendent

Human Resources

School Description

Principal's Message

It is with great enthusiasm and excitement that I offer to everyone a Sequoia Hawk welcome. By attending our school you are beginning an incredible adventure in education. Our staff is working hard to bring our students the latest in computer technology development and also the "Best Educational Practices" in the classroom. We have high expectations and goals for all of our students. We believe that student success is strongly based upon parent support and involvement in the Sequoia community.

I truly hope that everyone has a successful year, as we are committed to providing our students with the very best learning environment possible. I urge everyone to make the most of their Sequoia Middle School experience and seize the opportunity to reach a new level of academic achievement.

School Mission Statement

Sequoia Middle School believes in a holistic philosophy of education that:

- Meets the unique needs of young people at a time when they are going through profound physical, social, and emotional changes.
- Believes in a strong, well-planned instructional program that promotes students academic achievement, self-esteem, and social development.
- Believes that every staff member understands and is responsive to the needs of early adolescence and strives to help set and accomplish goals.
- Believes that parent and members of the community should be actively involved with and support students in academic and extracurricular activities.
- Believes that students need to take an active and responsible role in all aspects of their education and preparation for their future.

We align our vision and mission with the district's goals and Graduate Outcomes.

PUSD students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

The mission of PUSD is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Expected Graduate Outcomes:

As a result, all students will develop and demonstrate:

- * Critical thinking and problem solving skills
- * Cultural awareness and the ability to collaborate with diverse groups
- * Technical skills in digital media applications and information management
- * Effective communication skills of listening, speaking and writing
- * Creativity and innovation
- * Leadership, self-management and organizational skills obtained through real world applications and community involvement
- * Adaptability, responsibility and ethical behaviors
- * The ability to navigate the global world of work and further their education

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Sequoia Middle School serves students in grades seven and eight on a traditional calendar schedule. Curriculum is based on improving literacy and mathematical comprehension, with special emphasis placed on cultural awareness. Diverse literature selections and various cultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2016-2017 school year, approximately 601 students, 305 seventh graders and 296 eighth graders, were enrolled at the school. Student demographics are displayed in the chart.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	306
Grade 8	299
Total Enrollment	605

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1.3
Asian	3
Filipino	0.2
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	0
White	17
Two or More Races	2.8
Socioeconomically Disadvantaged	81.7
English Learners	14.7
Students with Disabilities	5.1
Foster Youth	0.5

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			
Sequoia Middle School	15-16	16-17	17-18
With Full Credential	24	25	25
Without Full Credential	1	2	2
Teaching Outside Subject Area of Competence	0	1	1
Porterville Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	585
Without Full Credential	◆	◆	59
Teaching Outside Subject Area of Competence	◆	◆	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Sequoia Middle School	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Porterville Unified School District held a Public Hearing on August 24, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2017, regarding textbooks in use during the 2017-18 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McDougal Littell Adopted 2003</p> <p>Wright Group Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Houghton Mifflin Harcourt - Big Ideas Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Glencoe Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>McDougal Littell Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	Percent of students lacking their own assigned textbook: 0.0%
Health	<p>MacMillan/McGraw Hill Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Sequoia Middle School is currently comprised of 27 classrooms, a library, a computer lab, a staff room, a multi-purpose room/cafeteria, three athletic fields, and the main office. The school's first year of operation was 2006-07, with construction of the new campus completed in 2006. The chart displays the results of the most recent school facilities inspection, provided by the district in July 2017.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 07/24/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MPR: HVAC Thermostat not working
Interior: Interior Surfaces			X	102, 201, 402: Damaged baseboard; 105, 106, 205, 206: Damaged Counter Top; 107, 108, 110, 202, 207, 209, 402: Torn wall covering; Library: damaged floor
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Room 108: Light out; Bldg 100 Boys RR West: Hand dryer not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bldg 100 Girls RR West: Sink not working; Bldg 100 Boys RR East: Loose toilet; Bldg 400 Boys RR West: Broken sink
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			MPR: Exterior door handle missing
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	47	45	37	39	48	48
Math	33	31	21	23	36	37

* 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	283	282	99.7	60.3
Male	125	124	99.2	50.0
Female	158	158	100.0	68.4
Hispanic or Latino	229	228	99.6	57.5
White	33	33	100.0	78.8
Socioeconomically Disadvantaged	210	210	100.0	53.8
English Learners	31	31	100.0	19.4
Students with Disabilities	11	11	100.0	36.4
Students Receiving Migrant Education Services	13	13	100.0	38.5

* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	51	60	37	40	60	56

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.7	24.9	22.6

* 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.

**School Year 2016-17 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	603	600	99.5	45
Male	304	302	99.34	39.07
Female	299	298	99.67	51.01
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	82.35
Filipino	--	--	--	--
Hispanic or Latino	456	455	99.78	37.36
White	99	97	97.98	67.01
Two or More Races	17	17	100	70.59
Socioeconomically Disadvantaged	491	488	99.39	38.93
English Learners	158	157	99.37	22.29
Students with Disabilities	37	37	100	5.41
Students Receiving Migrant Education Services	23	23	100	43.48
Foster Youth	--	--	--	--

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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	603	601	99.67	31.11
Male	304	303	99.67	29.04
Female	299	298	99.67	33.22
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	64.71
Filipino	--	--	--	--
Hispanic or Latino	456	456	100	23.68
White	99	97	97.98	50.52
Two or More Races	17	17	100	70.59
Socioeconomically Disadvantaged	491	489	99.59	25.77
English Learners	158	158	100	15.19
Students with Disabilities	37	37	100	0
Students Receiving Migrant Education Services	23	23	100	13.04
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents and guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Sequoia Middle School has a parental involvement policy and school compact.

Parents and guardians can support their child's learning environment by becoming involved in:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Monitoring school attendance
- Participating in extracurricular activities
- Monitoring and regulating electronic usage (television, cellphones, video games, etc.)
- Planning and participating in activities at home that are supportive of classroom activities
- Volunteering at school
- Participating in decision-making processes by attending School Site Council meetings

* Participating in formulating LCAP goals

* Support Clubs and competition (CyberQuest, Robotics, Science Fair, National History Day, Reading Club, Reading Revolution, Spelling Bee, and other county, state, and national competitions)

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 788-0923. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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

The safety of students and staff is a primary concern of Sequoia Middle School. Teachers and administrators supervise students on campus before and after school. During lunch and recesses, counselors, administrators, and class assistants monitor students. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. Additionally, all volunteers who may have opportunity to be alone with students are required to pass fingerprinting through the Porterville Unified School District Office through the Department of Justice.

The School Site Safety Plan was most recently revised in Fall 2017 by the Safety Committee. Key elements of the plan focus on general safety and security, before- and after-school supervision, visitor check-in, and emergency drills. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are held on a regular basis; fire, earthquake, and lockdown drills are held once a month on a rotating basis. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.3	7.32	10.71
Expulsions Rate	0.5	0.33	0.79
District	2014-15	2015-16	2016-17
Suspensions Rate	5.91	5.62	5.42
Expulsions Rate	0.34	0.3	0.31
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	600

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	23	22	11	11	10	8	8	14	6	6	4
Mathematics	25	25	24	13	13	8	26	26	12	7	7	4
Science	29	29	28	2	2	2	13	13	15	5	5	4
Social Science	27	27	25	9	9	4	26	26	14	8	8	5

* 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

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator
- Developing/Implementing Common Core State Standards (CCSS)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year. The Instructional Coach works directly with all teachers focusing on student engagement strategies and implementation of instruction containing both rigor and high interest for students. Additionally, site administrators coordinate with department lead teachers to utilize meeting times effectively covering curriculum aligned with the New California State Standards, vertical and horizontal curricular alignment, and safety/procedures training.

For additional support in their profession, teachers may enlist the services of the district's new teacher mentoring program and/or the Peer Assistance and Review (PAR) program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,392	\$48,522
Mid-Range Teacher Salary	\$74,604	\$75,065
Highest Teacher Salary	\$90,811	\$94,688
Average Principal Salary (ES)	\$151,564	\$119,876
Average Principal Salary (MS)	\$153,951	\$126,749
Average Principal Salary (HS)	\$164,505	\$135,830
Superintendent Salary	\$226,527	\$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,916	\$321	\$5,595	\$69,130
District	♦	♦	\$6,336	\$76,860
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-11.7	-1.7
Percent Difference: School Site/ State			19.3	-0.3

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title VII, Indian, Native Hawaiian, and Alaska Native Education

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.