



Los Alisos Middle School

14800 S. Jersey Ave. • Norwalk, CA 90650 • (562) 868-0865 • Grades 6-8

Mr. Mike Garcia, Principal

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



Norwalk-La Mirada Unified School District

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District Governing Board

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Chris Pflanzler Board Vice President
Darryl R. Adams Member
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Karen Morrison Member
Jesse Urquidi Member
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District Administration

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Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
John Lopez
**Assistant Superintendent, Human
Resources**

School Description

Los Alisos Middle School serves as a learning community where students are challenged and are engaged in rigorous curriculum and relevant instruction that is standards-based. Our agreement with Project Lead The Way (PLTW) and our partnership with USC have been key components in the development of our Math, Science, and Technology Magnet program that offers robotics and engineering courses and infuses STEM (Science, Technology, Engineering, Math) in the core curriculum. Los Alisos also offers an AVID (Advancement via Individual Determination) program. AVID classes include an exploratory wheel in 6th grade and elective classes in 7th and 8th grades. Our goal is to expand AVID strategies schoolwide. The AVID elective class and the magnet program both require an application and interview process to participate in this great yearlong course.

We have a strong team of dedicated individuals who provide a welcoming environment where the top priorities are academic achievement and a safe and nurturing school. Our school program includes WEB (Where Everyone Belongs) a transition program designed to assist adolescents in making successful transitions from elementary to middle school and one that prepares them for the challenges of high school and beyond.

Los Alisos has created a positive learning environment that expects and promotes respect and safety for all. Project Wisdom is the character education program we use to promote positive choices. We believe that "Character Education" is an intentional effort to help students understand, care about, and act upon core ethical values. Discipline at Los Alisos is based on developing positive relationships among students, teachers, parents, and administrators. We have developed the Six Ps (Polite, Proud, Prompt, Positive, Prepared, Productive) to guide our students as they learn to be more self-directed and self-disciplined. We hope to help students achieve these goals by encouraging them to become capable, connected, contributing members of our school community. Students with good character are caring, just, and responsible. Good character education improves social and emotional competencies as well as academic performance. This positive school environment along with our uniform dress code has significantly impacted our community's perception and school pride.

At Los Alisos everyone is held accountable for student learning. We expect students to come prepared and actively participate in class. To ensure that learning occurs, our school environment promotes academic rigor in each class through technology and project-based learning. We take pride in the cleanliness of our campus, the organizational structures in place, and the quality of instruction. Our goal is to develop productive citizens who will follow this code of conduct in school and 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 Grade Level	
Grade Level	Number of Students
Grade 6	384
Grade 7	420
Grade 8	452
Total Enrollment	1,256

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	2.1
Filipino	2.5
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.2
White	3
Two or More Races	0.3
Socioeconomically Disadvantaged	83.7
English Learners	16.7
Students with Disabilities	9.5
Foster Youth	0.4

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			
Los Alisos Middle School	14-15	15-16	16-17
With Full Credential	50	54	65
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	1013
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Alisos Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.7	6.4
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.2	3.8
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 meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 6-8 English-language Arts: California Holt McDougal Literature & Language Arts, adopted 2003 and Common Core aligned supplemental materials: Houghton Mifflin Harcourt Collections Close Reader The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 6-8 Mathematics: Houghton Mifflin – Math Big Ideas Course (1, 2, & 3), adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 6-8 Science: Pearson Prentice Hall – California Focus on Earth Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 6-8 Social Science: Holt McDougal – CA World History-Ancient Civilizations, CA World History-Medieval, and CA World History-Independence all adopted 2006 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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/29/2012				
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	37	40	43	46	44	48
Math	18	24	25	29	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	63	72	60	54	52	47	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
7	21.1	26.5	28.7

* 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 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	454	447	98.5	60.0
Male	239	236	98.7	63.1
Female	215	211	98.1	56.4
Black or African American	14	14	100.0	71.4
Asian	12	12	100.0	83.3
Filipino	11	10	90.9	80.0
Hispanic or Latino	398	395	99.3	57.2
White	16	14	87.5	92.9
Socioeconomically Disadvantaged	368	363	98.6	59.5
English Learners	71	69	97.2	30.4
Students with Disabilities	62	62	100.0	45.2
Students Receiving Migrant Education Services	22	22	100.0	50.0

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

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	386	385	99.7	36.1
	7	416	412	99.0	40.0
	8	452	450	99.6	43.2
Male	6	193	192	99.5	29.2
	7	207	205	99.0	31.2
	8	237	236	99.6	37.3
Female	6	193	193	100.0	43.0
	7	209	207	99.0	48.8
	8	215	214	99.5	49.8
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	14	14	100.0	50.0
American Indian or Alaska Native	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	12	12	100.0	75.0
Filipino	6	--	--	--	--
	7	11	11	100.0	63.6
	8	11	11	100.0	72.7
Hispanic or Latino	6	343	342	99.7	36.5
	7	372	368	98.9	40.0
	8	396	395	99.8	41.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	6	15	15	100.0	13.3
	7	12	12	100.0	33.3
	8	16	15	93.8	46.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	6	324	323	99.7	34.7
	7	347	344	99.1	39.0
	8	367	367	100.0	41.5
English Learners	6	82	82	100.0	14.6
	7	58	57	98.3	3.5
	8	71	71	100.0	4.3

**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
Students with Disabilities	6	36	36	100.0	8.3
	7	46	44	95.7	2.3
	8	62	62	100.0	9.7
Students Receiving Migrant Education Services	6	--	--	--	--
	7	24	24	100.0	54.2
	8	22	22	100.0	27.3
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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	6	384	383	99.7	20.1
	7	415	411	99.0	26.5
	8	452	450	99.6	26.0
Male	6	192	191	99.5	22.0
	7	207	205	99.0	24.4
	8	237	237	100.0	27.4
Female	6	192	192	100.0	18.2
	7	208	206	99.0	28.6
	8	215	213	99.1	24.4
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	14	14	100.0	21.4
American Indian or Alaska Native	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	12	12	100.0	58.3
Filipino	6	--	--	--	--
	7	11	11	100.0	54.5
	8	11	11	100.0	54.5

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
Hispanic or Latino	6	341	340	99.7	20.0
	7	371	367	98.9	24.8
	8	396	396	100.0	23.7
Native Hawaiian or Pacific Islander	6	--	--	--	--
	8	--	--	--	--
White	6	15	15	100.0	6.7
	7	12	12	100.0	33.3
	8	16	15	93.8	46.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	6	323	322	99.7	18.0
	7	347	344	99.1	24.4
	8	367	366	99.7	22.9
English Learners	6	80	80	100.0	7.5
	7	58	57	98.3	3.5
	8	71	70	98.6	4.3
Students with Disabilities	6	36	36	100.0	5.6
	7	46	44	95.7	2.3
	8	62	62	100.0	4.8
Students Receiving Migrant Education Services	6	--	--	--	--
	7	24	24	100.0	29.2
	8	22	22	100.0	13.6
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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)

Los Alisos Middle School provides a wide range of opportunities for parent involvement. We have an active PTSA that meets monthly to provide students and teachers with a supportive school environment. It has raised funds for field trips, character and reward assemblies, plants and paint for the beautification of our quad, new instruments and music for our band classes, and new chairs for student performances in our multipurpose room.

Parent representatives on the School Site Council work with teachers, students, and staff during monthly meetings to address issues that support achievement, including school climate, a positive discipline and dress code, supplemental educational materials, and the budget. The ELAC meets monthly and provides parents with resources, guest speakers, and input for supporting English learners. Mr. Garcia, Principal, has a monthly get together (Second Cup of Coffee) with parents to keep them updated on the work of the Literacy and Math Initiatives and other new programs at Los Alisos Middle School. Parents can also visit classrooms to see evidence of the children's work. We will hold an evening event to present information on college, testing, and safety for parents and promotion requirements.

All parents are invited to our Back-to-School Night in September, when teachers share the standards, syllabus, and expectations for the year; and a Community Open House in May, when students showcase their work for the year.

In order to support positive home-school communication on a daily basis, Los Alisos provides a student agenda/planner book for each student. Students are required to record both class work and homework each day and have it checked and signed by a parent each night. For the last two years, teachers indicated "assignment completed" or "assignment not completed" in the agenda to assist parents in helping their children complete assignments. This has been a very effective communication tool. Parents are encouraged to use the Parent Portal to access their child's attendance, grades and communicate with teachers. Students are also encouraged to participate in their education by login in and periodically check their grades and attendance. The principal also uses a Web communication system, Connect Ed, regularly to inform parents of important events.

For more information about volunteering at Los Alisos, you can speak to Mr. Mike Garcia, Principal, at (562) 868-0865.

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

School supervision aides and administrative staff monitor the grounds for 30 minutes before and after school. Parent volunteers help periodically. Teachers regularly review the rules for safe, responsible behavior at school and on the campus grounds. We have a closed campus and all visitors must enter the school through one access point and sign in at the main office and receive a visitor's pass prior to entering the campus. Students are not allowed off campus any time during the school day.

We revise our School Safety Plan annually. The components of the plan are school crime/safety assessment, the child abuse policy, disaster procedures, the suspension and expulsion policy, procedures for notifying teachers of dangerous pupils, the sexual harassment policy, the dress code policy, procedures for safe ingress and egress, a safe and orderly environment conducive to learning at school, school discipline rules and procedures, and the hate crime policy. The Safe School Plan is submitted to our School Site Council for review and approval, and a copy is kept in the office for parents. We share the plan with all staff during a school wide staff meeting. We practice fire, earthquake, and/or lockdown drills four times annually and participate in all district wide emergency drills. Training for staff on emergency preparedness is conducted at the beginning of the year and as necessary during the year.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.4	7.0	5.4
Expulsions Rate	0.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.6	2.8	2.7
Expulsions Rate	0.1	0.1	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	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	88.9	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	3
Other	
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 (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	25	26	26	13	14	14	5	7	7	17	20	20
Mathematics	30	29	29	6	7	7	6	10	10	19	18	18
Science	30	29	29	6	7	7	3	8	8	16	18	18
Social Science	30	30	30	5	5	5	3	6	6	17	18	18

* 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

During the 2015-16 school year, Los Alisos's professional development for teachers focused on learning the new common core standards and strategies to support their successful implementation. The school focused on the strategies of Close Reading for language arts, and the Launch-Explore-Summarize lesson structure for math. These two strategies were selected for implementation based on a district-wide implementation plan to address the instructional shifts in language arts and the mathematical practices of developing and critiquing mathematical arguments. A big part of our professional development was also dedicated to advancing the staff's knowledge in AVID (Advancement Via Individual Determination) strategies.

Professional development for teachers was conducted two times per month during after school workshops. Teachers were supported during implementation by district academic coaches. Teachers were also provided release days to work with academic coaches around district curriculum maps and SBAC strategies.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,010	\$44,958
Mid-Range Teacher Salary	\$74,441	\$70,581
Highest Teacher Salary	\$97,657	\$91,469
Average Principal Salary (ES)	\$124,784	\$113,994
Average Principal Salary (MS)	\$123,318	\$120,075
Average Principal Salary (HS)	\$136,152	\$130,249
Superintendent Salary	\$230,000	\$218,315
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	6%	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	9466.10	2740.75	6725.53	78,016.68
District	♦	♦	7392.59	\$80,236
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-9.0	-2.8
Percent Difference: School Site/ State			18.5	5.1

* Cells with ♦ do not require data.

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.