

# La Mirada High School

13520 Adelfa Drive • La Mirada, CA 90638 • (562) 868-0431 • Grades 9-12

Lisa Reed, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Norwalk-La Mirada Unified School District**

12820 Pioneer Blvd  
Norwalk, CA 90650  
(562) 868-0431  
www.nlmusd.org

#### **District Governing Board**

Chris Pflanzner Board President  
Ana Valencia Board Vice President  
Darryl R. Adams Member  
Margarita L. Rios Member  
Karen Morrison Member  
Jesse Urquidi Member  
Sean M. Reagan Member

#### **District Administration**

Dr. Hasmik Danielian  
**Superintendent**  
Dr. Patricio Vargas  
**Assistant Superintendent -  
Educational Services**  
Estuardo Santillan  
**Assistant Superintendent, Business  
Services**  
John Lopez  
**Assistant Superintendent, Human  
Resources**

### **School Description**

La Mirada High School has a rich tradition of academic excellence. For over 50 years we have been sending our students to colleges and universities of their choice and preparing them for careers in the workforce. The Matador Scholar Academy (MSA) continues to provide a learning community that offers an honors/Advanced Placement (AP) path for those students who want to be challenged academically, well prepared for college, and who wish to earn college credit while still in high school. New AP courses are added on a regular basis with the most recent additions being AP Computer Science and AP Studio Art 3D. Our four academies also provide enrichment activities and specific academic focus to help students thrive in the high school setting. The APPLE academy prepares students for careers with children and the ACE academy provides future business leaders/entrepreneurs focused coursework and experiences in a global, competitive society. La Mirada has been awarded two additional grants that fund our newer Engineering and VAPA (Visual and Performing Arts) academies. Engineering students are focused on careers within the fields of math and science and VAPA students are provided a curriculum rich with art, dance, visual and performing arts, world music, video productions and graphic design. Our extracurricular activities, internships and clubs enrich our student lives and help them thrive in high school. We continue to provide a competitive and successful athletic program. Student athletes compete on twelve different teams, including football, baseball, wrestling, girls' softball, girls and boys' volleyball, soccer, basketball, track, tennis, and swimming at league, CIF, and state levels.

Despite state-wide challenges in rapidly decreasing enrollment, La Mirada continues to experience an increase in enrollment. To meet this challenge, our plan is to increase the scope of our academic classes as well as enhance Regional Occupational Program (ROP) offerings for students entering the workforce upon graduation. Parents, as well as the community at large, are vital to the success of all of our endeavors, and we invite you to join us for a new year of growth and accomplishment.

## 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 9	519
Grade 10	523
Grade 11	444
Grade 12	506
<b>Total Enrollment</b>	<b>1,992</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	5.3
Filipino	4.3
Hispanic or Latino	67.9
Native Hawaiian or Pacific Islander	0.9
White	18.2
Two or More Races	0.8
Socioeconomically Disadvantaged	48.1
English Learners	3.9
Students with Disabilities	9.1
Foster Youth	0.3

## 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			
La Mirada High School	15-16	16-17	17-18
With Full Credential	96	102	90
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	782
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
La Mirada High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	00	0	0
Vacant Teacher Positions		0	1

\* "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)

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: 09-2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts: Grades 9-11; Pearson Education – My Perspectives Vol 1, 2, 2017, Grade 12 – Expository Reading-Writing Course – CSU (California State University) 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades 9-12 Mathematics: Houghton Mifflin – Common Core Integrated Math 1, Geometry, Algebra 2, and Pre Calculus, all adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades 9-12 Science: Holt McDougal – Earth Science, Pearson Prentice Hall – Biology, Pearson Prentice Hall – Chemistry, and Holt McDougal – Physics, all adopted 2007  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades 9-12 Social Science: Holt McDougal – The Americas, Holt McDougal – Modern World History: Patterns of Interaction, Pearson Prentice Hall – Magruger’s American Government, and Holt McDougal – People, Places & Change Geography & Cultures, all adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### 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: 3/22/2011				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	71	69	46	44	48	48
Math	34	27	29	30	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	465	426	91.6	51.4
Male	241	221	91.7	54.3
Female	224	205	91.5	48.3
Asian	16	15	93.8	60.0
Filipino	18	18	100.0	66.7
Hispanic or Latino	316	295	93.4	48.1
White	100	85	85.0	58.8
Socioeconomically Disadvantaged	224	201	89.7	46.3
English Learners	18	14	77.8	21.4
Students with Disabilities	48	39	81.3	35.9

\* 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	53	51	52	47	56	54

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
9	20.4	22.7	38.2

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	430	421	97.91	69.05
<b>Male</b>	221	215	97.29	60.93
<b>Female</b>	209	206	98.56	77.56
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	19	18	94.74	77.78
<b>Filipino</b>	19	19	100	84.21
<b>Hispanic or Latino</b>	289	288	99.65	68.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	89	83	93.26	71.08
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	194	188	96.91	65.24
<b>English Learners</b>	22	22	100	36.36
<b>Students with Disabilities</b>	48	45	93.75	26.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	430	419	97.44	27.27
Male	220	212	96.36	27.83
Female	210	207	98.57	26.7
Black or African American	--	--	--	--
Asian	18	17	94.44	64.71
Filipino	19	19	100	47.37
Hispanic or Latino	290	288	99.31	23.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	82	92.13	30.49
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	194	188	96.91	26.2
English Learners	22	21	95.45	28.57
Students with Disabilities	47	44	93.62	6.82
Students Receiving Migrant Education Services	--	--	--	--
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)

We have many opportunities for parents to participate in the life of La Mirada High School. Traditional methods of parent involvement include PTSA, English Learners Advisory Committee (ELAC) and School Site Council (SSC). Other parent involvement opportunities include the Link Crew Committee that organizes special events for incoming ninth graders, a Graduation Committee, and a large number of booster clubs for our athletic teams and band. The Matador Scholar Booster Club was founded in 2012. The purpose of this group is to support our AP and Honors level students as well as students in the VAPA program. The PTSA works with our counselors to organize College Information Nights for parents and students. A group of parents write news articles for the parent newsletter, and all parents are encouraged to attend Back-to-School Night in the fall and Open House in the spring. We always need new volunteers! To find out more about becoming involved at our school, call the school office at (562) 868-0431, Ext. 3979.

#### 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 site administrators and our campus security monitor the grounds for half an hour before classes begin, throughout the entire school day, and for one hour after dismissal. A sheriff's deputy is stationed at LMHS and serves all the schools in the City of La Mirada. She is a welcome resource, and serves in the capacity of adviser to the school and as a liaison with the city of La Mirada. This relationship has greatly reduced the incidence of violence and drug possession at our school. La Mirada High School is a closed campus, and visitors must sign in at the office before entering campus. The School Safety Plan is revised annually by a committee that consists of school administration, teachers, support staff, school security, the school deputy, students and parents. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school website and keep copies in the office for our parents. This plan is also shared with all staff during a school wide staff meeting. We practice regular emergency drills and hold trainings for staff on emergency preparedness. Recently, cameras were installed to monitor vandalism and theft. These deterrents have help reduce the acts of vandalism on campus, especially in the area of graffiti.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.9	3.1	3.1
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.8	2.7	2.6
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		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	5
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	4
Other	
Average Number of Students per Staff Member	
Academic Counselor	425

\* 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	28	28	29	20	18	15	30	24	23	29	37	33
Mathematics	30	29	26	10	9	13	20	14	14	28	23	10
Science	27	28	26	14	13	19	23	15	18	19	24	16
Social Science	30	29	29	15	17	16	21	14	13	39	36	30

\* 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 focus of staff development at La Mirada High School falls under the following five categories: Common Core Implementation, Common Instructional Strategies, CAHSEE Intervention, Linked Learning and Advanced Placement Training. Common Core Implementation training is being implemented by a site team of teachers. This team consists of administration, a representative from the math, language arts, science and social science departments. As well as a career technical education teacher and a technology expert. The purpose of this team is to prepare our staff for the implementation of the new common core standards and to make sure we are prepared to administer the CAASPP assessments during the assigned testing window. Based on recommendations from our 2012 WASC visit, LMHS has developed three common instructional strategies: Focused note taking (Cornell Notes), summarization strategies (GIST) and Close Reading. These strategies have helped our students become more organized and better prepared for post secondary education. La Mirada High School's graduation rate is 98.5% and we attribute this to the hard work of our students and teachers. La Mirada High School is excited to be involved in the Linked Learning program that prepares students for both college and the workforce. We are in the initial research and planning stages of this program and look forward to fully implementing linked learning throughout our campus. Finally, Advanced Placement professional development is ongoing. LMHS offers 20 AP courses and requires that teachers of these courses be trained on a regular basis. The results of these trainings are evident in our AP results. The majority of our AP classes have shown steady growth over the past 3 years.

The methods of these professional developments occur in one of three ways: Late Start meetings - LMHS schedules two late start meetings a month. The majority of staff development takes place during late start meetings. After School professional development - teachers are often paid to attend after school trainings to discuss effective instructional strategies, especially in the area of common core implementation and CAHSEE intervention. Conference Attendance - the most often used professional development for advanced placement and linked is conference attendance.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,411	\$48,522
Mid-Range Teacher Salary	\$78,162	\$75,065
Highest Teacher Salary	\$102,538	\$94,688
Average Principal Salary (ES)	\$130,561	\$119,876
Average Principal Salary (MS)	\$132,232	\$126,749
Average Principal Salary (HS)	\$142,956	\$135,830
Superintendent Salary	\$241,500	\$232,390
Percent of District Budget		
Teacher Salaries	38%	37%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11059.64	2707.29	8352.34	80291.83
District	◆	◆	8112.64	84898.44
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			2.9	-5.6
Percent Difference: School Site/ State			23.8	3.1

\* Cells with ◆ do not require data.

## Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
La Mirada High School	2013-14	2014-15	2015-16
Dropout Rate	1.4	1	0.2
Graduation Rate	97.6	97.83	98.52
Norwalk-La Mirada Unified School	2013-14	2014-15	2015-16
Dropout Rate	3.5	2.9	1.9
Graduation Rate	93.13	94.03	94.66
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	540
% of pupils completing a CTE program and earning a high school diploma	84%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	97%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.3
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	46.1

\* Where there are student course enrollments.



2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	◆
English	2	◆
Fine and Performing Arts	3	◆
Foreign Language	2	◆
Mathematics	2	◆
Science	3	◆
Social Science	6	◆
All courses	19	21.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	99.26	87.84	87.11
Black or African American	100	97.73	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	90.24	94.42
Filipino	100	92.73	93.76
Hispanic or Latino	99.14	87.45	84.58
Native Hawaiian/Pacific Islander	100	52.94	86.57
White	96.4	88.39	90.99
Two or More Races	100	90.91	90.59
Socioeconomically Disadvantaged	99.26	88.35	85.45
English Learners	75	60.14	55.44
Students with Disabilities	98.28	75.42	63.9
Foster Youth	100	77.78	68.19

### Career Technical Education Programs

Pathways: Visual and Performing Arts, Engineering, Academy of Commerce and Entrepreneurship, Welding, Academy of Preparing Prospective Leaders in Education, Medical

Other Courses: Green Construction/Wood, Accounting, Finance, CSI Forensics, Photo Editing, Graphic Design,

### 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.