Cadwallader Elementary School

3799 Cadwallader Avenue • San Jose, CA 95121 • (408) 270-4950 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

School Description

Cadwallader Elementary School is located in the center of the Evergreen School District in southeast San Jose. Our school is a cohesive partnership of students, parents, educators, support staff, and community members. Our school community takes pride in providing a quality education in a caring, supportive, and challenging environment. We have rigorous academic expectations combined with a climate that promotes student creativity and respect for cultural diversity. Students are challenged to enthusiastically and willingly develop to their full potential.

With the ever present themes of life long learning and school pride, Cadwallader Elementary School provides all students with a motivating environment in which to learn. This is reflected in the prevalent atmosphere that says extraordinary learning happens here! Teachers are on the forefront of research-based practices that best respond to students' learning needs. All teachers communicate on a regular basis with parents and the support staff. They are open, caring, and dedicated individuals. Our group of highly qualified, effective educators demonstrate a positive attitude toward their profession, the Evergreen School District, and the Evergreen community they serve.

We were deemed a California Distinguished School and a Title 1 Academic Achieving School for the 2009-10 school year. For the 2010-11 school year, we were awarded the distinct honor of being a Title 1 Academic Achieving School for two years in a row. Our API score for the 2012-13 school year was 895 and for the 2013-14 school year, we were awarded the Title 1 Academic Achieving School award for the third time! We are extremely proud of these accomplishments since it validates our efforts in ensuring that all students receive a well rounded education.

Cadwallader Vision
At Cadwallader we inspire, excite, and empower all students to become lifelong learners with the knowledge and critical thinking skills to reach their personal goals and have a positive impact in our world.

Cadwallader Mission
Our Cadwallader staff is committed to:
- celebrating and appreciating diversity within our community while establishing integrity, perseverance, respect and empathy.
- ensuring students have a safe environment in which they feel nurtured, valued, and empowered to develop a strong sense of self-worth to fulfill their hopes and dreams and be part of the community.
- modeling for students how to think critically, collaborate, and challenge themselves to have a growth mindset.
- inspiring students to achieve academic excellence in our ever changing world by developing lifelong learners using research-based practices.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	48
Grade 1	50
Grade 2	49
Grade 3	50
Grade 4	53
Grade 5	46
Grade 6	49
Total Enrollment	345

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	42.3
Filipino	9.6
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	0.6
White	5.2
Socioeconomically Disadvantaged	41.7
English Learners	29.3
Students with Disabilities	12.2
Foster Youth	0.6

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			
Cadwallader Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	19	17	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Evergreen Elementary School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	483
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cadwallader Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* Note: "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 2018-19)

Evergreen School District held a Public Hearing on October 18, 2018, and determined that each school within the district has sufficient and good quality textbooks and instructional materials 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. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Textbooks and Instructional Materials Year and month in which data were collected: April 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Adopted in April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Forseman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Forseman Adopted in 2006: (Grade 1-6): Houghton Mifflin **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cadwallader Elementary School, originally constructed in 1966, is currently comprised of 20 permanent classrooms, eight portable classrooms, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and three playgrounds. Over the past five years, the school has been painted, the parking area has been upgraded, and improvements to electrical and data circuits have been completed. Other upgrades include rubber matting installed on the playgrounds, new track lighting in the multipurpose room, and a new hot water heater. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Cadwallader Elementary School provides a safe and clean environment for students, staff, and volunteers. The district 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 school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Cadwallader Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen School 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.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

	2017-18 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	62.0	61.0	63.0	65.0	48.0	50.0
Math	61.0	59.0	60.0	61.0	37.0	38.0

Note: 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.

Note: ELA and 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.

	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**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	26.0	24.0	16.0

* 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 2017-18 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	203	201	99.01	60.70
Male	110	109	99.09	55.05
Female	93	92	98.92	67.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	80	100.00	77.50
Filipino	17	17	100.00	70.59
Hispanic or Latino	71	69	97.18	44.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	72.73
Two or More Races	13	13	100.00	46.15
Socioeconomically Disadvantaged	88	86	97.73	44.19
English Learners	84	84	100.00	63.10
Students with Disabilities	23	23	100.00	17.39
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 2017-18 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	203	201	99.01	59.2
Male	110	109	99.09	58.72
Female	93	92	98.92	59.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	80	100	82.5
Filipino	17	17	100	76.47
Hispanic or Latino	71	69	97.18	36.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	54.55
Two or More Races	13	13	100	46.15
Socioeconomically Disadvantaged	88	86	97.73	45.35
English Learners	84	84	100	65.48
Students with Disabilities	23	23	100	21.74
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 school site

Opportunities for Parental Involvement (School Year 2018-19)
Parent participation in the school's improvement is ensured through the collaborative efforts of the School Site Council (SSC), the English Language Advisory Council (ELAC), and the Parent Teacher Association (PTA). The PTA is an organization that seeks to unite the school staff and community through positive activities. The SSC meets regularly to monitor the instructional program and give input regarding the School Site Plan.

In addition to daily classroom volunteer opportunities, and attending field trips, our PTA sponsors events such as Trunk or Treat, Family Valentine's Dance, Family Bingo Night, Family Movie Night, and our PTA Book Fairs.

Parents have also gotten involved in the Walk and Roll program that the City of San Jose is sponsoring through a multi-year grant. Wednesdays are Walk and Roll days where parents are encouraged to walk to school with their students to be involved in a schoolwide event, to get some healthy exercise, and to help with the traffic congestion around the school. Parents also volunteer to help with the direction of traffic in the front of the school.

Cadwallader also receives support from numerous local businesses and community organizations. Continual program support and donations from Evergreen Valley Church, Lucky, Office Depot, Wells Fargo Bank, and the City of San Jose have added to the quality of instruction and have enhanced our school environment.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-4950.

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 Cadwallader Elementary. Students are supervised before school, during recesses, and after school by teachers and the administrator. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The Comprehensive Safe School Plan was last reviewed and updated in March of 2018. It will be reviewed and revised in February of 2019. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:
• Goals, Strategies and Activities related to People and Programs as well as the physical setting of the school
• Data from Student, Staff, and Parent Surveys related to school safety and climate
• School rules & procedures
• School climate
• Safe ingress & egress of pupils, parents, & school employees
• Disaster procedures/routine & emergency drills
• Current status of school neighborhood crime
• Policies related to suspension/expulsion
• Sexual harassment policy
• Child abuse reporting procedures
• Adopted board policies related to safety, discipline, and procedures

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. Fire, earthquake, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.5	0.4	0.7
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.05
Library Media Teacher (Librarian)	.03
Library Media Services Staff (Paraprofessional)	.56
Psychologist	.42
Social Worker	.11
Nurse	.17
Speech/Language/Hearing Specialist	.77
Resource Specialist (non-teaching)	1
Other	0.5
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	19	24	25	1			2	2	2			
1	25	24	25				2	2	2			
2	22	22	25	1			1	2	2			
3	22	23	25	1			2	3	2			
4	30	23	27				1	2	2			
5	27	25	23				2	2	2			
6	28	21	25		1		2	1	2			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

On site, from 2012-2015 teachers participated in professional development for Visual Thinking Strategies during the transition to Common Core Standards. This was part of a three year professional development plan. Beginning in the 2015-2016 school year Cadwallader started a focus on the use of Accountable Talk.

For the 2017-2018 school year, Accountable Talk is a strategy all teachers are continuing to use within content areas. Students use complete sentences in order to build on collaborative conversations while including evidence to support their statements. Also in 2017-2018, our site instructional coach began focused work with our kindergarten and first grade teachers to implement the Sobrato Early Academic Language (SEAL) program at our site. Second and third grade teachers began training in the 2018-2019 school year.

Annually, the district schedules a staff development day where sites plan professional development for staff based on staff input and needs. Professional Learning Communities are formed at every grade level to focus on a need for that grade level. The third Wednesday and the second site Thursday meeting are set aside monthly for focus on PLC work. Grade level meetings take place the second Wednesday of each month. The fourth Wednesday of each month is for staff coaching meetings that focus on discussing students of concern and how to address their needs. This coaching process supports our referral system for Student Study Team meetings.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$55,731	$50,084
Mid-Range Teacher Salary	$90,182	$80,256
Highest Teacher Salary	$104,376	$100,154
Average Principal Salary (ES)	$138,740	$125,899
Average Principal Salary (MS)	$141,310	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$191,425	$222,447
Percent of District Budget		
Teacher Salaries	43.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,071	$404	$7,667	$101,698
District	◆	◆	$9,818	$95,035
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			-24.6	6.8
Percent Difference: School Site/ State			7.3	22.8

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal funding for the following support programs:

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.