

Bancroft Middle School

1150 Bancroft Ave. • San Leandro, CA 94577 • (510) 618-4380 • Grades 6-8

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=502>

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



San Leandro Unified School District

835 E. 14th Street

San Leandro, CA 94577

(510) 895-4199

<http://www.sanleandro.k12.ca.us/Page/1>

District Governing Board

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Educational Services

Dr. John Thompson

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Dr. Kevin Collins

Assistant Superintendent

Business & Operations

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations. Bancroft Middle School is part of the San Leandro Unified School District.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

Our mission at Bancroft Middle School to provide all students with the opportunity to develop academically, socially, and emotionally as they move through the middle grades. Every student will have the opportunity to express and expand their talents, their skills, and their interests both in the classroom and through a wide range of extracurricular activities. Further, it is our mission to assure that every student is prepared for successful transition to high school and college.

School Motto

Take Care of Yourself, Take Care of One Another, Take Care of Bancroft.

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	345
Grade 7	258
Grade 8	287
Total Enrollment	890

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.8
American Indian or Alaska Native	0.1
Asian	8
Filipino	4.4
Hispanic or Latino	52.5
Native Hawaiian or Pacific Islander	1
White	11.7
Two or More Races	3.5
Socioeconomically Disadvantaged	74.2
English Learners	22
Students with Disabilities	11.2
Foster Youth	0.7

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			
Bancroft Middle School	14-15	15-16	16-17
With Full Credential	41	40	41
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	1	0
San Leandro Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Bancroft Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	1	
Vacant Teacher Positions	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	99.3	0.7
Districtwide		
All Schools	96.4	3.6
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	94.7	5.3

* 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)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20th, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2012 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Longman Adopted 2011 Prentice Hall Adopted 2002 Sopris West Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Holt, Rinehart & Winston Adopted 2008 McDougal Littell Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Holt, Rinehart & Winston Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Holt, Rinehart & Winston Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Bancroft Middle School was originally constructed in 1955 and is currently comprised of 33 permanent classrooms, a library, a staff lounge, a multipurpose/ cafeteria room, two playgrounds, two computer labs, and a gymnasium. Recent renovations to Bancroft Middle School include the installation of new roofing and ventilation systems in 2009, and classroom paint and lights in 2011.

Cleaning Process

The principal works daily with four full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and that the highest priority is given to emergency repairs. At the time of publication 100% of the school's restrooms were in good working order.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget 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, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2015				
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		Room 109: One window blind needs repair. Ceiling at main entrance: Loose ceiling tiles and water stain ceilings (possible roof leak). Ceiling at top of main stairwell: Hole in ceiling tile and water stain ceiling tiles (possible roof leak).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Kitchen: Four ceiling lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom Main Building: Broken toilet seat.
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	26	34	34	38	44	48
Math	14	16	22	24	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	56	52	46	51	43	44	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	15.6	24	14.4

* 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	291	280	96.2	45.7
Male	149	144	96.6	44.4
Female	142	136	95.8	47.1
Black or African American	57	55	96.5	40.0
Asian	29	28	96.6	78.6
Filipino	11	11	100.0	54.6
Hispanic or Latino	149	145	97.3	35.9
White	33	29	87.9	65.5
Socioeconomically Disadvantaged	203	200	98.5	37.0
English Learners	64	62	96.9	22.6
Students with Disabilities	43	41	95.4	31.7

* 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	347	342	98.6	36.5
	7	263	255	97.0	30.9
	8	291	281	96.6	33.6
Male	6	190	185	97.4	27.8
	7	114	111	97.4	25.7
	8	149	144	96.6	28.6
Female	6	157	157	100.0	46.8
	7	149	144	96.6	35.0
	8	142	137	96.5	38.7
Black or African American	6	66	66	100.0	23.4
	7	49	44	89.8	25.0
	8	57	55	96.5	27.8
American Indian or Alaska Native	7	--	--	--	--
Asian	6	26	25	96.2	56.0
	7	20	20	100.0	55.0
	8	29	27	93.1	66.7
Filipino	6	15	15	100.0	60.0
	7	12	12	100.0	63.6
	8	11	11	100.0	27.3
Hispanic or Latino	6	182	180	98.9	27.8
	7	142	139	97.9	25.4
	8	149	147	98.7	25.0
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	37	36	97.3	79.4
	7	33	33	100.0	37.5
	8	33	29	87.9	44.8
Two or More Races	6	16	15	93.8	53.3
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	233	232	99.6	27.6
	7	185	180	97.3	20.1
	8	203	202	99.5	24.2

**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
English Learners	6	87	85	97.7	9.5
	7	48	46	95.8	
	8	64	62	96.9	1.6
Students with Disabilities	6	37	36	97.3	8.8
	7	27	27	100.0	15.4
	8	43	43	100.0	4.9
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	347	342	98.6	18.9
	7	262	252	96.2	17.5
	8	291	282	96.9	11.4
Male	6	190	185	97.4	18.9
	7	113	109	96.5	25.7
	8	149	145	97.3	10.9
Female	6	157	157	100.0	18.8
	7	149	143	96.0	11.3
	8	142	137	96.5	11.8
Black or African American	6	66	66	100.0	4.7
	7	48	43	89.6	7.1
	8	57	55	96.5	7.5
American Indian or Alaska Native	7	--	--	--	--
Asian	6	26	25	96.2	36.0
	7	20	20	100.0	40.0
	8	29	28	96.5	25.0
Filipino	6	15	15	100.0	26.7
	7	12	12	100.0	16.7
	8	11	11	100.0	

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	182	180	98.9	15.5
	7	142	138	97.2	12.0
	8	149	147	98.7	6.4
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
White	6	37	36	97.3	44.4
	7	33	32	97.0	40.6
	8	33	29	87.9	25.0
Two or More Races	6	16	15	93.8	26.7
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	233	232	99.6	9.8
	7	184	178	96.7	9.8
	8	203	202	99.5	6.7
English Learners	6	87	85	97.7	4.9
	7	48	46	95.8	
	8	64	63	98.4	1.7
Students with Disabilities	6	37	36	97.3	2.8
	7	27	26	96.3	15.4
	8	43	43	100.0	
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)

Parents and the community are very supportive of the education program at Bancroft Middle School. Parents may participate in the School Site Council, the PTA, United Parents of Bancroft Group, School Smarts Academy, and the English Learner Advisory Committee (ELAC.)

There are also ample volunteer opportunities for parents to be involved with the athletics and music programs as well as with the school play and in the classroom. Parents also are able to volunteer their time with supervision of students.

Parents who wish to participate in Bancroft Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the Parent Facilitator at the main office at (510) 618-4380 ext. 3612.

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

The safety of students and staff is a primary concern at Bancroft Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is updated every year in the fall. The key elements of the School Site Safety Plan include communication, preparation and safety. Fire, earthquake, stay in place, and intruder drills are conducted on a monthly basis throughout the school year.

The School Site Safety Plan was last thoroughly reviewed in the 2015/2016 school year. The 2016/2017 Bancroft administration is in the process of revising the School Safety Plan for recommendation to the School Site Council for approval.

To ensure student safety, staff members supervise students at all times before and after school, and during all breaks. Any visitors to the campus are required to check in and check out at the school's office and wear the proper identification badge at all times.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	11.4	12.4	14.7
Expulsions Rate	0.0	0.0	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	7.6	5.9	6.4
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.6
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.6
Resource Specialist	4
Other	2
Average Number of Students per Staff Member	
Academic Counselor	634

* 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	21	23	23	19	13	13	16	12	12	4	6	6
Mathematics	26	24	24	10	8	8	6	16	16	10	3	3
Science	29	29	29	1	1	1	20	19	19			
Social Science	31	31	31	1	1	1	8	6	6	11	12	12

* 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

To work towards improving student achievement, Bancroft faculty members participate in Professional Learning Communities (PLC), grade level meetings, and common instructional practices training, twice a month for each. Department meetings and staff meeting also provide many opportunities for professional development.

Teachers may also receive assistance through the California Teacher Induction Program (A program designed to support teachers to diversify their skills in order to obtain their clear credential) & Site Instructional Coaches.

The district supports staff development through three professional growth days each year.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,852	\$43,821
Mid-Range Teacher Salary	\$77,121	\$69,131
Highest Teacher Salary	\$101,967	\$89,259
Average Principal Salary (ES)	\$120,214	\$108,566
Average Principal Salary (MS)	\$117,248	\$115,375
Average Principal Salary (HS)	\$148,670	\$125,650
Superintendent Salary	\$245,544	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

* 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	5455	276	5179	81522
District	♦	♦	5167	\$83,516
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			0.2	-2.4
Percent Difference: School Site/ State			-8.8	14.0

* Cells with ♦ do not require data.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

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.