

Oxford Elementary School

1130 Oxford Street • Berkeley, CA 94707 • (510) 644-6300 • Grades K-5

Beth Rhine, Principal
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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Berkeley Unified School District

2020 Bonar Street
Berkeley, CA 94702
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District Governing Board

Judy Appel, President
Beatriz Leyva-Cutler, Vice President
Ty Alper, Clerk
Ka'Dijah Brown
Julie Sinai
Arvin Hariri (student)
Oneida Abrams (student)

District Administration

Donald Evans, Ed.D.
Superintendent
Donald Evans
Superintendent
Pasquale Scuderi
**Associate Superintendent
Educational Services**

Pauline Follansbee
**Assistant Superintendent
Business Services**

Evelyn Tamondong-Bradley
**Assistant Superintendent
Human Resources**

School Description

Oxford Elementary School is located on just one acre, and its small school size has created a tight-knit community where children feel cared for and supported, academically and emotionally. We have approximately 300 students, K-5, with two or three classes per grade level. Our talented staff is dedicated to the academic achievement, social and emotional growth, and general health of every child. In addition to a strong classroom curriculum, students have classes in PE, music, gardening, science, art, and enjoy a weekly library visit. We strive to offer a well-rounded program for all of our students. We are committed to recognizing and celebrating the diversity of our community by having multicultural assemblies, the Annual Martin Luther King Jr. Oratorical Event, class plays, and more.

We have very strong parent and community involvement in our classrooms and throughout the school. Our active PTA sponsors community events and fundraisers such as the Harvest Fair, Winter Fair, Read-a-thon, School Auction, Raffle and Spring Dance, and more. Parent and community volunteers work in the classroom, garden, cafeteria, and schoolyard. There are other ways for parents/guardians to get involved, too. We have an active ELAC (English Language Advisory Committee), as well as an SSC (School Site Council).

At Oxford, there is an intervention team, or RTI team, that meets weekly to look at the unique needs of every individual student in the school, academically and emotionally. We provide services to many students with help from our special education teachers, literacy coach/teacher, math coach, speech pathologist, counselor, UC Berkeley tutors and mentors, and more. In addition to reading, writing and math intervention, the intervention team also discusses ways to build in challenge opportunities for students who are at or above grade level. Our after school program, LEARNS, serves up to two thirds of our school population, providing homework help in addition to various enrichment classes like cooking, chess and more. At our bi-monthly community meetings, we talk about the Toolbox and School Rules, have class performances and songs, and celebrate our community with Ally Awards!

Beth Rhine,
Principal

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 | 42 |
| Grade 1 | 39 |
| Grade 2 | 59 |
| Grade 3 | 42 |
| Grade 4 | 57 |
| Grade 5 | 51 |
| Total Enrollment | 290 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 19.3 |
| American Indian or Alaska Native | 0.0 |
| Asian | 4.1 |
| Filipino | 0.3 |
| Hispanic or Latino | 17.9 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 41.0 |
| Two or More Races | 16.9% |
| Socioeconomically Disadvantaged | 35.5 |
| English Learners | 11.7 |
| Students with Disabilities | 10.0 |
| 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 | | | |
|---|-------|-------|-------|
| Oxford Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 15 | 16 | 20 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Berkeley Unified School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 668 |
| Without Full Credential | ♦ | ♦ | 12 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Oxford Elementary School | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners | | | 0 |
| Total Teacher Misassignments | | | 0 |
| Vacant Teacher Positions | | | 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)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

| Textbooks and Instructional Materials Year and month in which data were collected: December 2017 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Teachers College Reading and Writing Project Adopted 2011 & Lesson Study by Lucy Caulkins Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | A Story of Units (Eureka Math) Adopted 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Full Option Science Sysytem (FOSS) (Foss Delta Education) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | History Social Science for California (Scott Foresman) Adopted in 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)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: April 9, 2018

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2017 | | |
|---|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Heat controls replaced in summer of 2015 |
| Interior: Interior Surfaces | Fair | Interior surfaces are worn. A modernization is scheduled for summer 2019 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | No apparent problems |
| Electrical: Electrical | Good | No apparent problems |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | No apparent problems |

| School Facility Good Repair Status (Most Recent Year) | | |
|--|---------------|---|
| Year and month in which data were collected: December 2017 | | |
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Safety: Fire Safety, Hazardous Materials | Good | No apparent problems |
| Structural: Structural Damage, Roofs | Good | No apparent problems |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | No apparent problems |
| 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 | 54.0 | 64.0 | 59.0 | 64.0 | 48.0 | 50.0 |
| Math | 51.0 | 61.0 | 54.0 | 57.0 | 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 | 7.5 | 28.3 | 37.7 |

* 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.

**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 | 148 | 142 | 95.95 | 64.08 |
| Male | 66 | 64 | 96.97 | 56.25 |
| Female | 82 | 78 | 95.12 | 70.51 |
| Black or African American | 31 | 29 | 93.55 | 24.14 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 30 | 100.00 | 43.33 |
| White | 57 | 56 | 98.25 | 83.93 |
| Two or More Races | 22 | 21 | 95.45 | 90.48 |
| Socioeconomically Disadvantaged | 59 | 57 | 96.61 | 24.56 |
| English Learners | 23 | 21 | 91.30 | 23.81 |
| Students with Disabilities | 16 | 13 | 81.25 | 7.69 |
| 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 | 148 | 142 | 95.95 | 60.56 |
| Male | 66 | 65 | 98.48 | 63.08 |
| Female | 82 | 77 | 93.9 | 58.44 |
| Black or African American | 31 | 29 | 93.55 | 20.69 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 29 | 96.67 | 48.28 |
| White | 57 | 56 | 98.25 | 82.14 |
| Two or More Races | 22 | 21 | 95.45 | 71.43 |
| Socioeconomically Disadvantaged | 59 | 57 | 96.61 | 29.82 |
| English Learners | 23 | 22 | 95.65 | 31.82 |
| Students with Disabilities | 16 | 12 | 75 | 25 |
| 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)

Parents/caregivers are welcomed partners at Oxford Elementary School, and make up half of our School Site Council (SSC). They also serve on the English Learner Advisory Committee and PTA, and represent our school on district advisory committees. We involve parents/caregivers as volunteers in classrooms who tutor and read with students and support the classroom teachers. Parents/guardians can volunteer on the schoolyard, office, cafeteria, school garden, and in science class. They are welcome to attend all school performances and events including community meetings, and chaperone field trips. Our involved parents/caregivers raise funds to support enrichment classes, classroom aide support, a counseling program, art classes, classroom supplies, school-wide events and more. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contributes to a wonderful partnership between home and school, benefiting the children at Oxford Elementary. Please feel free to contact our Office of Family Engagement and Equity Specialist Carol Perez at at 510-849-7396/ carolynperez@berkeley.net to learn about more opportunities to get involved.

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

Oxford Elementary School was constructed in 1966 and covers 1.29 acres. The campus was completely remodeled in the late 1990s. Facilities include 15 permanent classrooms, one library, two staff rooms, one multipurpose room, two teacher resource rooms, a counseling room, and a reading intervention room. The facility strongly supports teaching and learning through its classroom and playground space. We are currently scheduled to move to 2020 Bonar Street, West Campus, while the school undergoes a major remodel and renovation in the Fall of 2019. The plan is for us to be at that site for 18-24 months, and then move back to Oxford School, 1130 Oxford Street.

The safety of students and staff is our primary concern. During lunch, recesses, and before-and-after school, staff members, administrators, and instructional aides supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in November 2018.

| 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 | 2.1 | 1.8 | 1.9 |
| Expulsions Rate | 0.0 | 0.1 | 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 | 0 |
| Counselor (Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0.8 |
| Psychologist | .25 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 1 |
| Other | 0 |
| 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 | 18 | 21 | 3 | 2 | | | | 2 | | | |
| 1 | 20 | 20 | 20 | 2 | 3 | 2 | | | | | | |
| 2 | 19 | 21 | 19 | 3 | 1 | 3 | | 1 | | | | |
| 3 | 21 | 19 | 21 | 1 | 3 | | 1 | | 4 | | | |
| 4 | 28 | 25 | 38 | | | | 2 | 2 | 2 | | | 1 |
| 5 | 51 | 54 | 35 | | | 2 | 2 | 2 | 2 | 1 | 1 | 1 |

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

Professional Development provided for Teachers

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. All K-8 schools have 5 dedicated 2 hour collaborations per year to integrate Common Core Standards, English Language Development teaching strategies, Content and Curriculum knowledge, and Social Emotional Learning into teaching practices. Every K-8 site has Literacy Coach and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. From 2016-2018, professional development K-8 has explicitly focused on the integration of content area subjects with English Language Development teaching strategies and equitable teaching practices. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$43,336 | \$47,547 |
| Mid-Range Teacher Salary | \$72,595 | \$74,775 |
| Highest Teacher Salary | \$90,080 | \$93,651 |
| Average Principal Salary (ES) | \$119,440 | \$116,377 |
| Average Principal Salary (MS) | \$125,646 | \$122,978 |
| Average Principal Salary (HS) | \$136,123 | \$135,565 |
| Superintendent Salary | \$248,416 | \$222,853 |
| Percent of District Budget | | |
| Teacher Salaries | 34.0 | 35.0 |
| Administrative Salaries | 7.0 | 6.0 |

* 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 | \$10,571.71 | \$2,693.88 | \$7,877.82 | \$77,696.85 |
| District | ◆ | ◆ | \$10,890.22 | \$75,102 |
| State | ◆ | ◆ | \$7,125 | \$76,522 |
| Percent Difference: School Site/District | | | -32.1 | 3.4 |
| Percent Difference: School Site/ State | | | 10.0 | 1.5 |

* 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

The Berkeley Unified School District has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.

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.