



Roosevelt Elementary School

2333 South Mary Dr. • Visalia • (559) 685-7280 • Grades K-4

Anthony Felix, Principal

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<http://roosevelt.tcsdk8.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

School Description

Principal's Message

Roosevelt Elementary School serves a community of nearly 570 TK through fourth grade students in the city of Tulare. At Roosevelt Elementary, we believe that all students can learn and succeed. Our philosophy is to pursue educational improvements in curriculum and instruction, staff development, and parent involvement. We accept responsibility of controlling the educational setting and to foster success for all while continuing a three-way partnership between parents, students, and teachers. This will ensure that our students become responsible, contributing members of society while they seek their future endeavors. We pride ourselves in displaying Respect, being Responsible, and building healthy Relationships at Roosevelt school.

Our staff offers a challenging and motivating curriculum, which includes an emphasis on language arts, math, and science. Success in reading is promoted an intensive walk to intervention for reading development. We offer our students in grades 1-4 the opportunity to take part in the CHOICES after school program. It focuses on completing homework, enrichment activities, accelerating achievement, recreation, and teamwork. The program runs for 180 days, three hours per day.

Every lesson in all content areas at Roosevelt School is designed to meet California Common Core State Standards and to promote success for our students on a daily basis and on the California Achievement Tests given each spring. Please take some time to become better acquainted with our school by reading this report card, and do not hesitate to call me with any questions.



Tulare City School District

600 North Cherry Street

Tulare, CA 93274

(559) 685-7200

www.tcsdk8.org

District Governing Board

Melissa Janes

Irene Henderson

Daniel Enriquez

Teresa Garcia

Willard Epps

District Administration

Brian Hollingshead

Superintendent

Philip Pierschbacher

**Assistant Superintendent,
Personnel**

Joyce Nunes

**Assistant Superintendent,
Business/Psychological Services**

Paula Adair

**Assistant Superintendent, Student
Services**

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	149
Grade 1	104
Grade 2	127
Grade 3	106
Grade 4	96
Total Enrollment	582

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.2
Hispanic or Latino	88.8
White	5.2
Two or More Races	1.2
Socioeconomically Disadvantaged	96.9
English Learners	53.1
Students with Disabilities	7.7
Foster Youth	1.7
Homeless	2.6

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 for Roosevelt Elementary	17-18	18-19	19-20
With Full Credential	27	26	27
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Tulare City School	17-18	18-19	19-20
With Full Credential	♦	♦	9
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Roosevelt Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

The district uses effective, research-based, high interest, up-to-date textbooks and instructional materials. The textbook adoption is aligned with the State Standards adopted by the State Board of Education (SBE). Students are provided quality textbooks in each subject area. In addition to the hardcover and consumable textbooks, the district supports the integrated use of educational technology. All classrooms and libraries have computer and Internet capabilities. Students in the Tulare City School District have access to copies of the standards-aligned textbooks, approved by the California Board of Education, and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science, and health.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/6/19

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Company/Benchmark Advanced, (TK-6) Basic with California English Language Development (Program Type 2), 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	By local governing board, TCSD Mathematics Units of Study 2015 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science, 2008, (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Studies Weekly, California Edition, American Legacy Publishing (K-6), 2019 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)

Our school has adopted a new Safe School Plan that is in place and updated yearly by the School Safety Committee, and district office personnel. It is complete with disaster information as well as overall safety information and advice. Evacuation drills are scheduled on a regular basis to ensure that staff and students know what to do in an emergency. A School Workplace Safety representative attends monthly meetings and provides updates to staff on safety and health issues. In addition to these programs, adequate supervision is provided before school, during recesses, at lunch, and after school, and is noted on the school's duty schedules.

All school district facilities are supportive of teaching and learning. Classrooms are clean and orderly and provide a safe learning environment reflective of student work and current curriculum. Our school has a school cafeteria that provides students with a breakfast and lunch program and is used as a multipurpose facility for large-scale programs and meetings. The school library provides students with supplemental reading materials and provides additional educational resources for students and parents. The school grounds are kept clean and well maintained for student play, recreation and athletic activities.

We take pride in our well-maintained buildings and landscaping. The Tulare City School District employs skilled professionals to ensure a safe and clean environment throughout the school year. Students, staff, and parents are committed to keeping our campus clean and litter free.

The Tulare City School District provides ongoing maintenance, and routine and major repairs for all permanent and portable buildings to guarantee all schools in the district are in good working order and condition. Additionally, school restroom facilities for pupils are maintained so they are functional and meet local hygiene standards generally applicable to public facilities, including operational toilets and sinks in all restrooms. The district has established a facilities inspection system to ensure that all school buildings meet the standards listed above.

The school grounds, buildings, and restrooms are kept clean, safe, and regularly maintained. Our school has a morning custodian from 6:30 A.M. to 3:30 P.M. and an evening custodian from 12:30 P.M. to 9:00 P.M. Custodians are regularly monitored and evaluated by the building principal and a director of custodians to make sure that all schools are safely maintained and cleaned. In addition to the assigned school custodians, the district has a general maintenance crew that takes care of the more technical repairs (plumbing, heating, cooling, gas, electrical, carpeting, painting, major repairs, and so on). At times, the district will hire an independent contractor to handle repairs that may be beyond the scope of the district's resources. Repairs are made on an ongoing basis. The district has a work order repair procedure that begins with the school principal referring needed repairs that cannot be taken care of by the site custodians to the district superintendent. The Principal requests work orders to the department of the Supervisor of maintenance and are completed on a timely basis. Each school also has a school workplace safety representative that attends ongoing safety meetings. The school district also has a Superintendent's Advisory Committee that meets on a regular basis with the district superintendent to discuss questions or concerns.

Roosevelt School was built in 1947 with remodels in 1949, 1987, and 2003. As the size of the school has continued to grow, the kindergarten classes were moved to an adjacent facility, the Clinite Center. This facility houses four kindergarten classes, two transitional kindergarten, three preschool classes and one special day class for students with autism or special needs. This facility was completely remodeled in 2003. It includes two offices for the RSP teachers, a waiting room, teachers' lounge, adult and student restroom facilities equipped for handicapped individuals, a great room that joins all of the classrooms, a computer lab, and two playgrounds.

The total square footage for Roosevelt students, including the kindergarten facility, is 47,768 square feet. The main campus has a fully functional library with a computer area for student access to the Internet. The playground area is divided into two areas, one used for athletic competitions such as baseball, soccer, football, basketball, or volleyball. The other area houses large climbing apparatuses and a smaller grounds area for running and playing. Roosevelt students are fortunate to have access to three to five computers in each classroom in the first through fourth grades and a computer lab of ten computers in the kindergarten complex.

Overall, this site complex is in great condition due to the recent remodel in 2003 and offers both a secure and safe environment for our students to learn and grow.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/20/19

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	Exemplary	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	20	21	33	36	50	50
Math	18	20	22	22	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	199	198	99.50	21.21
Male	100	99	99.00	19.19
Female	99	99	100.00	23.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	174	99.43	20.69
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	191	190	99.48	21.05
English Learners	123	122	99.19	22.13
Students with Disabilities	14	14	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	199	199	100.00	20.10
Male	100	100	100.00	24.00
Female	99	99	100.00	16.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	175	100.00	21.14
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	191	191	100.00	19.90
English Learners	123	123	100.00	21.95
Students with Disabilities	14	14	100.00	7.14
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

Roosevelt School has an excellent parent program in place. Etna Medina and Sor See are parent aides that work daily to serve our parents. Ms. Medina works part-time and Mr. See works full-time to meet the variance of needs at Roosevelt Elementary. Parent meetings are held every Thursday morning in Room 603 at 8:30 A.M. The agendas for the meetings are a result of parental input and community out reach. Refreshments are included. Roosevelt School has a Parent Teacher Organization (PTO) in place whose meetings are held monthly at 2:00 pm. The PTO supports the school with assemblies and other activities that enhance our school community. Parents are encouraged to volunteer for the School Site Council, English Learner Advisory Committee, Migrant Parent Advisory Committee, in their child's classroom, and for the school at-large. Our biggest parent event is the Day of the Family, which is held in May. We host nearly 1,000 people for this very festive event. Please join us for any of these activities by contacting Etna Medina, Parent Aide, at (559) 685-7280.

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 administration of Roosevelt Elementary School is committed to creating a safe, orderly, and respectful environment for all students. We have developed and implemented a Comprehensive School Safety Plan and a Crisis Management Plan, covering all possible disaster scenarios. These plans are reviewed and updated annually by school personnel, parents, and community members for effectiveness. Students and staff members also participate in monthly fire drills, periodic earthquake drills, disaster drills, and an annual bus evacuation drill. All plans were reviewed in the Spring of 2019, by faculty and School Site Council, due to the fact that they were completely re-written. They now include specific information concerning terrorism and severe disaster plans and are continually being updated.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	1.1	2.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	2.2	2.2
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	3	4		22	1	6		23	1	6	
1	21		5		21	2	3		24		4	
2	19	5			21	2	3		24		5	
3	21	1	4		21	1	3		20	3	2	
4	27	1	4		23	1	3		31		3	
Other**									14	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Tulare City School District (TCSD) is committed to providing on going professional development to all staff members. The District has three effective educational practices (EIP's) that serve as the focus for all professional learning opportunities: Depth of Knowledge; Student Engagement; Checking for Understanding. Annually, staff are surveyed to determine needs and interests, data is reviewed and feedback is obtained in order to determine areas for ongoing professional development. Professional development is a part of every site plan and a major component of instructional support to departments. The District's professional development program provides opportunities for teachers to implement the district's adopted and supplemental curriculum for all students, implement State standards, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Professional development and ongoing support is delivered in numerous ways: District sponsored days, in class coaching, after school workshops, conference/workshop attendance, early release days, summer sessions, and sub release time.

In addition to optional professional development sessions, the following opportunities were provided:

Early Release Professional Development Day(s):

2013-14: 9
2014-15: 22
2015-16: 27
2016-17: 28
2017-18: 34
2018-19: 34
2019-20: 35

District Professional Development Day(s):

2013-14: 1
2014-15: 2
2015-16: 0
2016-17: 1
2017-18: 1
2018-19: 1
2019-20: 1

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,155	\$45,741
Mid-Range Teacher Salary	\$81,080	\$81,840
Highest Teacher Salary	\$96,734	\$102,065
Average Principal Salary (ES)	\$125,176	\$129,221
Average Principal Salary (MS)	\$126,414	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$179,318	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to schools in Tulare City School District:

Title I (Helping Disadvantaged Students Meet Standards)
 Title II (Improving Teacher Quality)
 Title III (for Limited English Proficient Students)
 IDEA-Special Education
 Lottery Proposition 20: Instructional Materials
 Local Control Funding Formula (LCFF)
 Base Grant Funding
 Supplemental Grant Funding
 Concentration Grant Funding
 LCFF Funds support:
 Gifted and Talented Education (GATE)
 New Teacher Support Systems (NTSS)
 Class Size Reduction (CSR)
 Hourly Programs (extended day/year education)/Summer School
 Community-Based English Tutoring (CBET)
 School Safety and Violence Prevention
 Instructional Materials
 Educational Technology
 Professional Development
 Advancement Via Individual Determination (AVID)
 Community Day School
 Visual and Performing Arts (VAPA)
 Counselors
 Preschool
 Enrichment Activities
 Intervention (MTSS)
 Response to Intervention Teachers
 Tulare Support School
 School Libraries
 Athletic Program
 English Language Learners
 Foster Youth
 Alternative Education
 Health and Welfare
 Home to school transportation

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,633	\$2,187	\$9,446	\$86,980
District	N/A	N/A	\$8,818	\$81,695.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.9	6.5
School Site/ State	23.8	8.6

Note: Cells with N/A values 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.

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.