



Lincoln Elementary School

11031 State Street. • Lynwood, CA 90262 • (310) 603-1518 • Grades K-5
Geraldine Rescinito, Principal
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lincoln-lynwoodusd-ca.schoolloop.com/OurSchool_location

2016-17 School Accountability Report Card Published During the 2017-18 School Year

School Description

Principal's Message

Since its incorporation in 1921, Lynwood continues to move forward on a path of progress. The city's many accomplishments can be attributed to its aggressive redevelopment program that has attracted new businesses and industry alike. Today, Lynwood is a vibrant city with a population of over 70,000. Lynwood is home to the Lincoln Elementary School community.

Lincoln Elementary School has an ongoing tradition of academic excellence. We celebrate all cultures and languages. The school population consists of students, faculty and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff and community work together to ensure success for all students.

Our mission at Lincoln is to challenge, inspire and support our students to make a difference in the world they live in. Together, the staff and community of Lincoln Elementary School are dedicated to provide a safe environment, a powerful engaging curriculum, emphasizing high standards that will empower all students to become motivated, successful and lifelong learners.

Our faculty and staff at Lincoln believe all students have the opportunity to have a positive experience in their education so that they become successful and significant members of the world they live in. Working together and taking responsibility for teaching and learning is essential for each child to develop his or her full potential. A well-balanced curriculum, high expectations and community support will result in high achievement.

Our staff is dedicated to the academic success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. Lincoln Elementary provides comprehensive instructional programs that are student centered focusing on the student holistically.

Lincoln Elementary School prides itself in involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons, including Parent Visitation Days for the different curriculum areas, Awards Assemblies, Family Math, Literacy Nights, Multicultural Assemblies, and other special events. We believe that parents, community members, and staff must collaboratively work together to make an impact in student academic progress. We are very proud of our fine traditions and school pride at Lincoln Elementary School.

Geraldine Rescinito, PRINCIPAL

Major Achievements

- During the 2015-2016 school year, Lincoln students participated in many fun and enriching opportunities.
- Imagine Learning
- Positive Behavior Intervention Systems
- Lincoln students also participated in two mobile science labs, on sea life and insects. Students were able to examine insects and touch live sea life creatures.
- Magicians also taught our students about the importance of recycling to our environment.
- Field trips to museums and concert halls.



Lynwood Unified School District

11321 Bullis Road
Lynwood, CA 90262
(310) 886-1600

<http://www.lynwood.k12.ca.us>

District Governing Board

Alma-Delia Renteria, M.Ed. -
President

Briseida Gonzalez, MSW - Vice
President

Maria G. Lopez - Clerk

Gary Hardie, Jr. - Member

Alfonso Morales, Esq. - Member

District Administration

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Superintendent

Gudiel R. Crosthwaite, Ph.D.
Assistant Superintendent
Educational Services

Nancy Hipolito
Assistant Superintendent
Human Resources

Marlene Dunn
Chief Business Official
Patrick Gittisriboongul, Ed.D.
Chief Technology Officer

Focus for Improvement

- Our focus for the 2015-2016 school year is to increase student achievement in English language arts and math. We will use district-wide common assessments to measure student progress every 20 school days. Afterwards, staff will hold Data Reflection Sessions to gather and analyze data in order to plan instruction based upon student needs.
- Our measuring of progress does not stop at the reflection sessions. Based upon our Single Plan for Student Achievement, School Site Councils members (five parents, three teachers, one administrator and one classified employee) will visit all classrooms to evaluate what every teacher is doing around program quality. We do this because we want to meet the state requirement for meeting or exceeding the standards on the SBAC.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	86
Grade 2	77
Grade 3	84
Grade 4	72
Grade 5	84
Total Enrollment	527

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	0
Filipino	0
Hispanic or Latino	98.9
Native Hawaiian or Pacific Islander	0
White	0.6
Two or More Races	0
Socioeconomically Disadvantaged	95.6
English Learners	52
Students with Disabilities	3.6
Foster Youth	0.9

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			
Lincoln Elementary School	15-16	16-17	17-18
With Full Credential	22	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Elementary School	15-16	16-17	17-18
Teachers of English Learners	22	0	0
Total Teacher Misassignments	0		0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	SRA/Open Court, 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Go Math! 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Macmillan/McGraw Hill 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 CA Social Studies, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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)

Lincoln Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed during the 1930s; ongoing maintenance ensures school facilities are kept safe and in good working condition, and continue to provide adequate space for students and staff. Fourteen new classrooms will be built beginning May 11, 2013 along with the demolition and/or removal of temporary bungalows to service our students.

The Lincoln custodial staff and the district’s maintenance department work together to consistently ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The grounds are constantly monitored to ensure cleanliness and student safety. Currently the campus includes 20 permanent classrooms, 14 portables, a library/media center, 2 computer labs, a blacktop playground and a grassy play area. Lynwood Unified School District administers a scheduled maintenance program to make sure that all classrooms and facilities are well-maintained. The district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Routine repair work throughout the school district is assigned and accounted for through the use of a work order system. Work orders are received and work is assigned on a priority basis.

During the 2008-2009 school year some minor facility repairs which included: some re-carpeting of classrooms and painting. We have also made some technological improvements such as an updated phone system, as well updates to our program servers. During the end of the 2012-2013 school year, playground renovations and implementation for 14 new classrooms began. This is due to a Measure K bond that passed in November 2012. The playground, grassy area, and the front of the school were redeveloped. Ramps were also rebuilt up to current codes, or installed in places where they were needed.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 2015-2016				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	32	39	32	33	48	48
Math	24	27	20	22	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	31	33	38	35	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.8	20.7	13.4

* 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	79	79	100.0	32.9
Male	37	37	100.0	32.4
Female	42	42	100.0	33.3
Hispanic or Latino	79	79	100.0	32.9
Socioeconomically Disadvantaged	77	77	100.0	33.8
English Learners	37	37	100.0	8.1

* 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 2016-17 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	239	233	97.49	39.48
Male	113	110	97.35	30.91
Female	126	123	97.62	47.15
Hispanic or Latino	235	229	97.45	39.3
White	--	--	--	--
Socioeconomically Disadvantaged	229	223	97.38	39.46
English Learners	135	130	96.3	35.38
Students with Disabilities	28	28	100	10.71
Students Receiving Migrant Education Services	--	--	--	--
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 2016-17 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	239	235	98.33	27.23
Male	113	111	98.23	25.23
Female	126	124	98.41	29.03
Hispanic or Latino	235	231	98.3	27.27
White	--	--	--	--
Socioeconomically Disadvantaged	229	225	98.25	27.56
English Learners	135	132	97.78	18.94
Students with Disabilities	28	28	100	17.86
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Lincoln has a high level of parent and community support. Many of our parents volunteer in classrooms, attend regular parent information & educational meetings and support the instructional program by participating in our school committees such as School Site Council, English Learner Advisory Committee, District Advisory Committee, and School Advisory Committee. In addition to their ongoing fundraising, the Lincoln Elementary PTA subsidizes uniforms for low-income students and provides resources for student activities, recognition, and awards.

Lincoln is committed to working collaboratively with parents and the surrounding community to bring about progress and student success. Abraham Lincoln Elementary School genuinely values the input and support of all its members. We believe that parent involvement increases student achievement and that is our ongoing responsibility to develop and maintain strong home-school relationships. Lincoln Elementary has worked diligently to create a very strong partnership with our parents and community members.

Parents have a variety of opportunities to be involved. Communication with parents and community members occurs through the Teleparent, Lincoln newsletter and Lincoln marquee. Parents complete surveys on a yearly basis, which provide the school with input, questions and concerns. There are monthly parent advisory council meetings. The Lincoln Parent Teacher Association Committee organizes various events for student and parents.

Our Community Liaison also runs a program for parents who want to volunteer on campus. They can work in the classrooms or support the school through work completed in the Parent Center. This program receives high praise from our parents, as it provides them with opportunities to help even if they do not feel comfortable working within the classroom.

Community Liaison: Maria Davis (310)603-1518

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

Safety of students and staff is a primary concern of Lincoln Elementary. Administrators and teachers regularly monitor the campus. Students are supervised at all times, with additional staff overseeing safety before school and during lunch

(campus monitors and school administration) as well as recess (teachers). After school, kindergarten parents meet their children at the entrance and exit gate on Los Flores. Teachers walk their kindergarten students to the gate and pick up their children from their classrooms. Kindergarteners are released only to their parents or caregivers. Parents of first through fifth grade students enter the campus and pick up their children at the classroom. The school welcomes parents and community members to visit the campus. Anyone wishing to be on school grounds during operating hours must notify the staff ahead of time. All visitors must sign in at the office and wear brightly colored identification badges throughout the duration of their stay.

The school safety plan is revised every spring by the Safe School Committee & School Site Council: revisions are shared immediately with all members of the staff. The key elements outlined within the plan include: 1) child abuse reporting procedures, 2) teacher notification of dangerous pupils procedures, 3) disaster response procedures, 4) procedures for safe entrance and exit from school, 5) sexual harassment policy, 6) suspension and expulsion policies, 7) dress code, and 8) discipline policies. 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. Disaster drills are conducted monthly, as are fire drills.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.2	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	17	
Percent of Schools Currently in Program Improvement	89.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	1
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	25	21			2	5	5	4			
1	25	25	25				3	3	3			
2	24	24	24				4	4	4			
3	23	23	25				4	4	3			
4	27	27	30				3	3	3			
5	30	30	28				3	3	3			

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

Professional Development provided for Teachers

Lincoln is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,603	\$48,522
Mid-Range Teacher Salary	\$79,532	\$75,065
Highest Teacher Salary	\$92,627	\$94,688
Average Principal Salary (ES)	\$109,493	\$119,876
Average Principal Salary (MS)	\$111,064	\$126,749
Average Principal Salary (HS)	\$123,583	\$135,830
Superintendent Salary	\$231,678	\$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

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

Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4878	1535	3343	71764.33
District	♦	♦	4564	\$77,992
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-26.8	-2.0
Percent Difference: School Site/ State			-41.1	-3.3

* Cells with ♦ do not require data.

- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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.