



# Rancho de la Nación Elementary School

1830 E. Division St. • National City, CA 91950 • (619) 336-8100 • Grades K-6

Katherine Melanese, Principal

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[www.nsd.us](http://www.nsd.us)

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



### National School District

1500 N Ave.

National City, CA 91950

(619) 336-7500

<http://nsd.us>

### District Governing Board

Maria Betancourt-Castañeda,  
President

Alma Sarmiento, Clerk

Barbara Avalos, Member

Brian Clapper, Member

Maria Dalla, Member

### District Administration

Dr. Leighangela Brady  
Superintendent

Paula Jameson-Whitney  
Assistant Superintendent  
Educational Services

Chris Carson  
Assistant Superintendent  
Business Services

Leticia Hernandez  
Director  
Human Resources

### School Description

Rancho de la Nación is located in National City, California, a diverse community south of San Diego. Rancho de la Nación is a kindergarten through sixth grade school. Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students, and parents.

### Guiding Principles

At Rancho de la Nación, we believe:

- that every individual is valued, to be treated respectfully and with dignity.
- in mutual cooperation for ensuring our school is a safe place, emotionally and physically for all.
- in shared responsibility for focused, powerful learning which permeates all our decisions and actions.

### Mission Statement

Rancho de la Nación will provide a quality education in a safe environment for students and parents through the collaboration of dedicated staff, students, and parents using quality learning tools. We will work together to develop students who become independent, lifelong learners, and future productive citizens.

### Message from Principal, Kathy Melanese

Students at Rancho de la Nación continue to make incremental growth year after year due to the hard work, dedication and commitment of our staff, students and parents.

Rancho staff, teachers, instructional support, and classified staff are committed to creating the best possible educational experience for our students. Our efforts have been focused on the improvement of student achievement at all levels and for all children. We recognize that our English learners are unique as we provided targeted support so that they can reach high levels of success. Site-wide English Language Development based on Systematic ELD occurs daily. English learners also use Imagine Learning software to target language support. Our English learners continue to make outstanding growth.

As a community of learners, we continue to implement best practices and instructional strategies on a schoolwide basis through Data Team meetings. Teachers meet twice a month (2.5 hours each meeting) to analyze data and to create researched-based lessons that are based on the California Common Core State Standards. We focus on Rigorous Curriculum Design math units, unwrapping the standards and implementing our new "Go Math!" All of our classrooms are equipped with electronic Promethean boards (smart boards) and computers to better utilize quick time visuals and resources to help students truly understand content and concepts. This year we will complete a plan to upgrade both teacher and student computers.

We continue to recognize the importance of strategic planning by focusing on the following school wide structures: (1) School wide priorities, (2) Data teams, (3) Response to Intervention, and (4) School Wide Positive Behavior Intervention Support (SWPBIS). Through our school wide focus we continue to work as a team to support all students.

Our dedicated staff continually goes above and beyond to provide additional support to our children. Many teachers open their classrooms before school, during recess and after school to assist students with math, reading and writing.

Parents play an integral part of our success. We are thankful for having such dedicated parents who support our educational programs. Parents and community members are always welcome at Rancho. Come by for a visit, meet the staff and join us as we continue to create a school where all students are successful.

### 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	79
Grade 1	65
Grade 2	67
Grade 3	67
Grade 4	64
Grade 5	55
Grade 6	52
<b>Total Enrollment</b>	<b>449</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	1.6
Filipino	6.7
Hispanic or Latino	85.1
Native Hawaiian or Pacific Islander	1.1
White	2.2
Two or More Races	1.6
Socioeconomically Disadvantaged	87.8
English Learners	66.4
Students with Disabilities	7.6
Foster Youth	1.3

### 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			
Rancho de la Nación Elementary School	15-16	16-17	17-18
With Full Credential	23	21	19
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
National School District	15-16	16-17	17-18
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt GO MATH! 2015/2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	English Language Development E. L. Achieve - Systematic ELD 2014/2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Rancho de la Nación's main campus was built in 1989. There have been and continue to be renovations and improvements at the site since it's opening.

These include:

- 2005-2006 School year - Addition of office facilities and multipurpose building which houses kitchen for serving hot meals for Rancho de la Nación students; new library to accommodate K-6 students; renovation of lower campus buildings (kindergarten and rooms 1-6).
- 2006-2007 – Landscaping/hardscaping in the passageway between the upper campus buildings.
- 2007-2008 - Landscaping in courtyard of lower campus buildings; bulletin boards and signage in the new multipurpose room.
- Ongoing—Maintenance of site with new paint, plants, flowers, grass and new playground equipment. Rancho de la Nación has 21 regular classrooms, a resource room for literacy support personnel, a room for the Resource Specialist Program, offices for support personnel (speech and language therapists, psychologist and counselor), a parent center, and a library.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

#### The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

#### New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/20/2017				
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Top Womens RR Modular: Missing exhaust grill, will be replaced January, 2018.
<b>Interior:</b> Interior Surfaces	X			K1, K2 offices have holes in wall behind door. Wall will be repaired and door stops installed. Room 13 ceiling tile broken, Room 18 ceiling tile stained. Tiles will be replaced January, 2018.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Boys Restroom dirty, modular Girls Restroom dirty, Room 16 dirty. These three areas will be deep cleaned during Winter Break, 2017.
<b>Electrical:</b> Electrical	X			Dim lighting in Rooms 8 and 9. Work order has been submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys Modular Restroom dripping faucet, Room 13 fountain too high. Work orders have been submitted for repair and replacement.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/20/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No findings
<b>Structural:</b> Structural Damage, Roofs	X			Rooms 5 and 6 foundations are currently being repaired. This project will be completed by Spring of 2018. Rooms 16 and 21 need ramp repairs. Work order for this work has been submitted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No findings
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	28	34	40	41	48	48
Math	26	30	29	31	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	43	40	41	34	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				
	7.3	21.8	20	

\* 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	59	57	96.6	40.4
Male	27	26	96.3	50.0
Female	32	31	96.9	32.3
Hispanic or Latino	50	48	96.0	37.5
Socioeconomically Disadvantaged	51	49	96.1	40.8
English Learners	31	30	96.8	20.0

\* 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**

Group	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	243	235	96.71	34.04
Male	131	127	96.95	36.22
Female	112	108	96.43	31.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	17	16	94.12	68.75
Hispanic or Latino	203	198	97.54	30.3
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	217	210	96.77	32.38
English Learners	172	164	95.35	29.27
Students with Disabilities	17	16	94.12	12.5
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**

<b>All Students</b>	243	238	97.94	30.25
<b>Male</b>	131	127	96.95	33.07
<b>Female</b>	112	111	99.11	27.03
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	17	16	94.12	68.75
<b>Hispanic or Latino</b>	203	201	99.01	27.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	217	213	98.16	28.64
<b>English Learners</b>	172	168	97.67	29.17
<b>Students with Disabilities</b>	17	16	94.12	6.25
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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)**

The SARC Provides the following information relevant to the Parental Involvement State Priority:

Contact Person Name: Patty Felix

Phone Number: (619) 336-8151

Home/School Partnership:

- Weekly School Newsletter
- Parent Education Classes
- Regular Principal/Parent Meetings
- School Site Council (SSC)
- PTA Meetings
- English Language Advisory Committee (ELAC)
- Student Recognition Assemblies
- School Events (Fall Festival, Book Fair, Open House, Back-to-School Night, etc.)
- PTA/Family Events (Winter Store, Movie Night, etc.)
- Home-School Multi-Lingual Notification System
- Student Council Spirit Days
- Updated information on our school Marquee
- Daily activity board at school entrance
- Automated telephone call out system, emails, texts and voice messages

**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**

Date the plan was last updated: December, 2017

Date the plan was last reviewed with the staff: December, 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District’s Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.7	0.2	1.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.0	2.6
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	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	1.0 (District)
Speech/Language/Hearing Specialist	0.4
Resource Specialist	1.0
Other	1 Language
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	20	19	18	2	1	3	2	3	1			
1	20	21	20	1	1	2	2	2	1			
2	19	20	20	2	1	2	1	2	1			
3	17	19	16	3	3	4	1					
4	29	29	29				2	2	2			
5	28	33	33				2	1			1	1
6	29	33	32				2		2	1	2	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

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,498	\$48,678
Mid-Range Teacher Salary	\$64,520	\$78,254
Highest Teacher Salary	\$86,659	\$96,372
Average Principal Salary (ES)	\$125,145	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$230,807	\$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
School Site	5,350	359	4,991	70,632
District	♦	♦	4,571	\$68,228
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			9.2	3.1
Percent Difference: School Site/ State			-12.1	-6.0

\* Cells with ♦ do not require data.

### Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School \$ \$310,074

LCAP Supplemental and Concentration Funds \$115,595

Total \$425,669

### 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.