

Marysville Community Day

1919 B Street • Marysville, CA 95991 • 530-749-6918 • Grades 7-12

David A. Gray, Principal
dgray@mjud.k12.ca.us
community.mjud.k12.ca.us

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Marysville Joint Unified School District

1919 B Street
Marysville, CA 95901
(530) 741-6000
www.mjuds.com

District Governing Board

Paul F. Allison
Jeff D. Boom
Frank J. Crawford
Randy L. Davis
Jim C. Flurry
Randy L. Rasmussen
Susan E. Scott

District Administration

Gay Starkey, Ed.D.
Superintendent



Community Day School Mission and Vision Statements:

The mission of the Marysville Community Day School is to educate, to the highest possible levels, all students who enroll in our program, assist students in developing social and emotional success and to meet the needs of students as they progress through their educational journey.

The vision of the Community Day School is that all students can and will succeed and that they can achieve success through the experiences provided to them by the staff of the school.

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
Grade 7	1
Grade 8	5
Grade 9	74
Grade 10	6
Grade 11	1
Total	87

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	3.4
Asian	8.0
Filipino	0.0
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.0
White	33.3
Socioeconomically Disadvantaged	93.1
English Learners	24.1
Students with Disabilities	9.2
Foster Youth	0.0

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

Marysville Community Day	16-17	17-18	18-19
With Full Credential	4	7	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Marysville Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Marysville Community Day	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	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 2018-19)

K-8 “State-adopted” instructional materials are those instructional resources which the SBE has formally “adopted” for use in the classroom. This action is required by the California State Constitution, Article 9 Section 7.5. The SBE considers K-8 instructional materials for adoption following a thorough review process outlined in both law (EC 60200) and regulations (CCR, Title 5 sections 9510-9525). There are no state adoptions for grades nine through twelve. LEA governing boards have the authority and responsibility under EC Section 60400 to adopt instructional materials for use in their high schools for grades nine through twelve.

For more information on the California Department of Education Instructional Materials Adoptions, visit: <http://www.cde.ca.gov/ci/cr/cf/imagen.asp>.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature Gr. 7-8 (2017) Bedford - St. Martin's, Literature & Composition (2015) Bedford - St. Martin's, Conversations in American Literature: Language, Rhetoric, Culture (2015) Bedford - St. Martin's, 50 Essays: A Portable Anthology (2013) EMC Publishing, LLC, Mirrors & Windows: Connecting with Literature (2017) Pearson, Inspire Literacy, iLit45 (2018) Worth Publishers, Hollywood Goes to High School, (Film as Literature, English 12) (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt, Go Math, Gr. K-8 (2014) Addison Wesley, Precalculus (2003) Integrated Mathematics I, II, III: (Big Ideas Learning, LLC) (2016) Pearson, Calculus: Graphical, Numerical, Algebraic AP Edition (2015) Pearson Pre-calculus: Graphical, Numerical, Algebraic, Common Core, 9th Edition (2016) Prentice Hall, Calculus (2003) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt, Rinehart and Winston, California, Science Earth, Life, and Physical Science, Gr. 6-8 (2007) Addison-Wesley, The Cosmic Perspective, Plus Mastering Astronomy with eText 7th Edition (2016) Brooks/Cole Cengage Learning, Zumdahl, AP Chemistry 9th Edition (2013) Course Technology, 6th Edition, New Perspectives HTML and CCS (2016) Cengage Learning, Agriscience Fundamentals and Applications – 5th Edition (2015) Delmar: Cengage Learning, Managing Our Natural Resources - 5th Edition (2014) Delmar: Cengage Learning, Floriculture: Designing & Merchandising (2015) Delmar: Cengage Learning, The Science of Agriculture: A Biological Approach (2016) Holt, Rinehart, and Winston, Biology (2007) Holt, Rinehart, and Winston, Chemistry (2007) Holt, Rinehart, and Winston, Environmental Science (2004) Holt, Rinehart, and Winston, Life Science (2007) Holt, Rinehart, and Winston, Modern Earth Science (2012) Holt, Rinehart, and Winston, Physical Science (2007) Holt, Rinehart, and Winston, Physics (2007) McDougal Littell, Biology (2007) Pacemaker, Physical Science (Alternative Ed Only) (2006) Pearson, AP Edition, Campbell, Biology in Focus (2013) Prentice Hall, Earth Science (Geoscience) (2007) Pearson Learning Solutions, Engineering, Dual Enrollment YC, Engineering 10 (2015) Pearson, On Cooking: A Textbook of Culinary Fundamentals- 5th Edition (2015) Pearson, Technology Skills for Success (2015) Pearson: Prentice Hall Interstate, Livestock & Companion Animals (2015) Soil Science & Management, 6th Edition (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Prentice Hall, Prentice Hall Social Studies, Gr. 6-8 (2006) World History: Pearson World History, The Modern World Gr. 9-12 (2018) US History: Pearson United States History, The Twentieth Century Gr. 9-12 (2018) Economics: Pearson Economics, Principles in Action Gr. 9-12 (2018) Civics: Pearson Magruder's American Government Gr. 9-12 (2018) Longman - Pearson, Government in America: People, Politics, and Policy 15th Edition AP Edition (2016) McGraw Hill, American History: Connecting with the Past - 15th Edition (2015) McGraw Hill, The Science of Psychology (2015)

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Prentice Hall, Government in America, People, Politics, and Policy, 5th Edition (2006) Worth Publishers, Krugman's Macroeconomics for AP (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	EMC Publishing, Somos Asis 2, 3, and 4 (1994) Holt McDougal, ¡Avancemos! Spanish Course 1, 2, 3, 4 (2016) Pearson, Abriendo Paso Temas y Lecturas/Gramática (2018) Vista Higher Learning, TEMAS: AP Spanish Language and Culture (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Poor Richard's Press, Positive Prevention Plus; Sexual Health Education for America's Youth for Middle School (2017) Globe Fearon Pearson Learning Group, Health: Pacemaker (2013) Macmillan McGraw Hill, Glencoe, Health and Guide to Wellness (1994) Pearson, Health: The Basics, 13th Edition (2018) 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)

The Building and Grounds Department has repaired many of the smaller items identified through the facilities inspection. Work orders have been created to address the remaining identified items.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Torn ceiling tiles, wall paper and carpet. Missing wall trim, soap dispenser top and stall door stop. Loose ceiling trim. Stall dividers rusted at base. Broken toilet paper dispenser and stall door block.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Exterior outlet and conduit are broken/loose from wall. Loose ethernet boxes. Missing electrical covers. Light panels are out. Multiple light bulbs are out and missing. Missing, loose and broken light diffusers. Extension cord is being permanently used.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	Plug-in air fresheners. Two fire extinguishers are not mounted. Paint is peeling on door.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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	0.0	0.0	36.0	36.0	48.0	50.0
Math	0.0	0.0	25.0	27.0	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
9	15.0	12.5	2.5

* 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	24	22	91.67	0.00
Male	14	13	92.86	0.00
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	14	13	92.86	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	0.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	23	21	91.3	0
Male	13	13	100	0
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	13	13	100	0
Two or More Races	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 are our main resource for student success. Our parents are involved in teacher meetings, student transition meetings, and School Site Council Meetings. Parents who have a student with special needs are also involved in Individualized Education Plan Meetings with administration and the school based psychologist and teachers. All of our activities and events that include parent involvement are published in our monthly newsletter. Data regarding student progress will be kept in the main office and posted to the website. It is our commitment to maintain high levels of contact and interaction with our stakeholders. Parent volunteer opportunities are available and have already been incorporated.

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

Each school site has adopted a Comprehensive Safe School Plan to ensure our school environment is conducive to academic achievement. It is a working document reviewed on a regular basis and has been developed through our School Safety Planning Committee (SSC). This Planning committee is composed of school staff, district staff, community members, and local law enforcement. We work closely with other school administrators to ensure that all school safety plans are consistent throughout the district. Improvements and revisions are made at our monthly safety meetings with local law enforcement.

Signs are visibly posted throughout the school requiring all non-school employees to register at the office. All staff members are trained to stop and question any person who is not wearing an identifying badge issued from the office. The Site Council formally adopts the Safe School Plan, and it is board approved before March 1 every year. The plan includes the following major elements: safe school goals, school crime assessment, safe school strategies and programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policy, teacher safety, sexual harassment policy, district tobacco policy - safe school drug and tobacco education, dress code, safety standards for arrival and departure, and school discipline.

The safety of our students is our top priority. Each month, our students and staff participate in safety drills designed to address potential emergencies at our school including fire evacuation, earthquake drop and cover, and lock downs in the event of an on-campus intruder. Catapult EMS is a communication system used during emergencies to inform staff, the District Safety Team, and law enforcement of a school incident or crisis. The system uses real-time student accounting, staff location check-ins, threat report management, and messaging through text messages and emails.

Parents are encouraged to contact the school for questions they may have concerning courses or return of the student to the regular comprehensive school sites. Parents are also encouraged to attend the specialized meetings offered, such as Back to School night and Career Day events.

In addition, Raptor has been added which helps monitor visitors at our campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	41.7	37.2	29.1
Expulsions Rate	2.4	1.6	4.6
District	2015-16	2016-17	2017-18
Suspensions Rate	7.6	7.3	7.1
Expulsions Rate	0.5	0.6	0.6
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	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	74

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	13.0	14.0	14.0	7	9	5			1			
Mathematics	7.0	10.0	10.0	10	7	8			1			
Science	2.0	10.0	12.0	2	7	6			1			
Social Science	6.0	6.0	3.0	4	4	4						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Marysville Joint Unified School District Board of Trustees believes that, in order to maximize student learning and achievement in all subgroups, certificated staff members must be continuously engaged in learning and improving their skills through deep professional learning and collaboration. The district offers a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in teaching strategies and subject matter. Along with ongoing grade level articulation through Professional Learning Communities and trainings scheduled during and after school, teachers annually participate in 7 days of professional development on non-instructional days. Additionally, guest speakers and School Improvement strategies are incorporated into all Teacher Work-Day's and staff meetings.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,898	\$47,547
Mid-Range Teacher Salary	\$70,620	\$74,775
Highest Teacher Salary	\$101,214	\$93,651
Average Principal Salary (ES)	\$106,625	\$116,377
Average Principal Salary (MS)	\$109,443	\$122,978
Average Principal Salary (HS)	\$117,569	\$135,565
Superintendent Salary	\$222,232	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	6.0	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	17,278	\$2,184	\$15,094	\$67,093
District	◆	◆	\$7,143	\$73,593
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			71.5	-9.2
Percent Difference: School Site/ State			71.7	-13.1

* 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 Local Control Funding Formula (LCFF) creates funding targets based on student characteristics and provides flexibility for districts to fund strategies at the local level to improve student outcomes. Our Local Control Accountability Plan outlines LCFF expenditures based on the following three goals: 1) Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of the targeted population, 2) Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all student, 3) Increase parent, family, and community involvement in the education of all students.

Base grant funding provides direct instruction and support to students and funds teachers, site administration, district office personnel, maintenance, transportation, special education, and all operating expenses. Each site receives a discretionary allocation for site operations. Sites are not responsible for utilities or facility operations. Sites also receive support services such as counseling, health, psychological, and routine maintenance. School sites receive additional monies for supplemental academic interventions directed to targeted students who are not performing at grade level. Review document at Site Council meeting.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Marysville Community Day	2014-15	2015-16	2016-17
Dropout Rate			--
Graduation Rate			--
Marysville Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	8.3	8.4	9.9
Graduation Rate	84.0	84.0	83.8
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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.