



Vista Oaks Charter

315 South Lower Sac Rd. Suite A • Lodi, CA 95242 • 209.365.4060 • Grades K-12

Joy Groen, Principal

joy.groen@vistaoaks.net

<http://www.vistaoaks.net/>

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

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315 South Lower Sacramento Road,
Suite A

Lodi, CA 95242

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School Description

Vista Oaks Charter School opened its doors in August 2014. Using an independent study model, Vista Oaks Charter School provides its students with an option beyond the traditional “brick and mortar” school. The school serves students in grades K through 12, and includes both traditional homeschooling families, as well as independent study learners who may require extensive intervention support. Vista Oaks includes two sites, one in Byron to support students in Contra Costa County, and another in Lodi to serve the San Joaquin community. Each site hosts a resource center, meeting spaces, rooms for enrichment, labs and small group instruction.

Vista Oaks Charter School welcomes a diverse student population and is designed for students who:

- Feel overwhelmed in a large, traditional school setting and would benefit from a small, yet rigorous program
- Are credit deficient and at high-risk for dropping out
- May need intensive interventions in reading and/or math to gain the academic skills needed to meet high school graduation requirements
- Belong to a family that chooses homeschooling for their children’s education
- Seek an academically competitive middle and high school experience that will prepare them for success at the post-secondary level

Mission:

At Vista Oaks, we will create a respectful learning environment where each student can reach his or her fullest potential through an individualized, standards based educational program structured for student’s success.

Vision:

Because we believe that every student can succeed, Vista Oaks Charter School will:

- Provide each student with an engaging and relevant learning experience
- Incorporate rigorous educational opportunities that improve academic achievement
- Consider the unique learning style and needs of each student when planning his or her academic program
- Promote personal responsibility and ownership in planning for one’s future
- Serve students with exemplary, dedicated teachers and staff

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	53
Grade 1	44
Grade 2	48
Grade 3	33
Grade 4	52
Grade 5	49
Grade 6	68
Grade 7	62
Grade 8	59
Grade 9	48
Grade 10	59
Grade 11	87
Grade 12	76
Ungraded Secondary	1
Total Enrollment	739

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.6
Asian	3.8
Filipino	0.8
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.1
White	56.0
Socioeconomically Disadvantaged	43.0
English Learners	4.3
Students with Disabilities	17.9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Vista Oaks Charter	16-17	17-18	18-19
With Full Credential	47	47	47
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0
Vista Oaks Charter	16-17	17-18	18-19
With Full Credential	♦	♦	47
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Oaks Charter	16-17	17-18	18-19
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 2018-19)

Vista Oaks has adopted curriculum that meets the new state standards and maintains sufficient supplies to meet the needs of all students. The staff continues to work on improving the instructional materials provided.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Includes Houghton Mifflin (K-5), Pearson's Reader's Journey (6-8), Pearson's Common Core (6-8) (Adopted 2017), Hampton Brown's Inside (5-8), Pearson Literature (9-12), Hampton Brown's Edge (9-12) (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Includes Envision (K-6), Go Math (7-8), Pearson Common Core (9-12) (Adopted 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Includes Macmillan/McGraw Hill (K-5), Holt (6-8), Glencoe (9-12) (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Includes Macmillan/McGraw Hill (K-6), Holt (7-8), Pearson (9-12) (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Edmentum's Plato (Adopted 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Glencoe, including Art Talk (Adopted 2014) 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)

Because Vista Oaks offers an independent study/homeschool instructional model, most student learning takes place in the students' homes. However, Vista Oaks does have two locations where it is able to offer onsite enrichment and academic opportunities.

The first location is housed on a school site within Byron Union School District. The site is set in a rural area in a building built during the 1940's. The school was not used for a number of years, but was offered to Vista Oaks to rent in the fall of 2014. While the site is in good condition and meets minimum requirements and guidelines, it does show its' age. The district's custodial staff works hard to respond to any facility needs. Recent water studies show that there is lead in the water. Byron Union is working to resolve this issue and is performing frequent water tests. In addition, Vista Oaks has signs posted at the sinks telling people not to drink the water, and have provided emergency water gallons for each classroom. Vista Oaks currently rents 8 classrooms from Byron Union School District, with all maintenance and general upkeep kept by district personnel. In addition, the district recently completed wiring and electrical updates to the portables, as well as updating wireless technology in all classrooms. Both the school and district's staff works hard to keep it clean and welcoming.

A second site opened during the fall of 2015 and is located in Lodi, California. Because the site was renovated to meet current requirements for educational facilities, it exceeds minimum ADA requirements and guidelines and is in good condition.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Byron Union School District is working to resolve the lead found in the water. In response to this issue a plan has been put in place.
Interior: Interior Surfaces	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	32.0	35.0	46.0	51.0	48.0	50.0
Math	19.0	17.0	42.0	39.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.0	28.0	30.0
7	10.2	32.2	27.1
9	26.1	13.0	31.9

* 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	418	397	94.98	35.39
Male	216	208	96.30	26.02
Female	202	189	93.56	45.76
Black or African American	11	10	90.91	42.86
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.33	64.29
Filipino	--	--	--	--
Hispanic or Latino	110	108	98.18	24.27
White	241	228	94.61	37.96
Two or More Races	30	27	90.00	37.50
Socioeconomically Disadvantaged	180	176	97.78	27.49
English Learners	21	21	100.00	33.33
Students with Disabilities	75	71	94.67	4.84

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	419	397	94.75	17.29
Male	217	208	95.85	16.24
Female	202	189	93.56	18.44
Black or African American	11	10	90.91	0
American Indian or Alaska Native	--	--	--	--
Asian	16	14	87.5	57.14
Filipino	--	--	--	--
Hispanic or Latino	110	108	98.18	11.54
White	241	228	94.61	17.13
Two or More Races	30	27	90	20
Socioeconomically Disadvantaged	181	176	97.24	10.98
English Learners	21	21	100	14.29
Students with Disabilities	76	71	93.42	3.17

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)

Vista Oaks Charter School is founded on parental and community involvement and is committed to the ongoing participation and input from this valuable group. Vista Oaks uses a wide range of activities to inspire and encourage ongoing involvement with the teaching and learning process.

- School Site Council: A committee of representatives that includes both parents and community members that drafts, reviews and approves the school's Schoolwide Action Plan
- Weekly Parent/Community Newsletter: Provides information to upcoming activities and school events
- Surveys: Used to gather information and input from parents and community, helping the school's staff to continually improve the services we provide to our students
- School Pathways: Allows parents access to grades and assignments for onsite classes
- Curriculum Preview Day, Open House, and the Spring Art Show: Provided families with an opportunity to preview the school's adopted curriculum, learn about available online educational resources, or enjoy opportunities to appreciate students' work
- Weekly Class Emails, Remind 101 App: Teachers and staff use these to regularly communicate with students and families, ensuring all are kept informed
- Vista Oaks Website: Used by parents and community members to find program information, learn more about upcoming information, as well as access resources, links, and forms

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 Comprehensive School Safety Plan was created in July 2014, prior to the opening of the school. The Comprehensive School Safety Plan is updated annually and reviewed with staff during staff development prior to the start of each school year. In addition, the emergency drills discussed in the Comprehensive School Safety Plan are practiced at least once per month.

The plan includes how students, staff, and families are to respond in the event of an emergency that could include earthquake, fire, lockdowns, evacuations, and other emergency situations. The plan also outlines responsibilities of various staff members and how parents/community will be communicated with in the event of an emergency.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.2	3.0	2.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

The data included for "District" is based on Byron Union School District's information.

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	.75
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	200

* 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.

Professional Development provided for Teachers

Vista Oaks believes that strong, on-going professional development and staff collaboration are crucial ingredients in increasing student achievement, therefore the school is dedicated to setting aside time and resources for these. Below are the key areas considered when planning professional development opportunities each year.

- Achieving the School's Purpose: The Vista Oaks' School Leadership Team keeps focus on the school's vision and purpose when making our long-term professional development plans.
- Responding to Current Student Learning Needs: In addition, the school's leadership provides ongoing professional development based on students' needs and assessment data.
- Active Participation by All: All staff members are actively involved in their professional development, working in PLC Teams to collaborate and improve student learning. Teams are made up of both general education and special education teachers.
- Input by All: All staff members input, including special education staff, is sought both formally at the end of each semester and informally throughout the school year.

Within the professional development and staff collaboration opportunities, the following are key components our leadership considers:

- Importance of all staff members having a common language, vision, and purpose.
- Importance of using data to drive instruction
- Importance of maintaining a balance between reflecting on current practices while looking ahead at long-term goals and reaching them, ensuring a yearly professional development plan is designed with this balance of both reflecting and looking ahead.

Professional development and collaboration is scheduled throughout each month, as well as throughout the year. Below is an overview of the activities in which our staff members participate. Vista Oaks' teachers will:

- Meet monthly for collaboration, review of assessment data, planning, and modification of instructional practices as needed
- Become experts on the California Common Core Standards, as well as strategies to support families' implementation of these standards
- Participate in school-wide professional development, which are led by the Associate Director/Math Coordinator, one of the Program Coordinators, or by outside resources.
- Have numerous additional outside opportunities for professional development throughout the year that the School Leadership Team identifies as areas of need

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,953	\$48,064
Mid-Range Teacher Salary	\$77,449	\$75,417
Highest Teacher Salary	\$88,359	\$94,006
Average Principal Salary (ES)	\$113,856	\$119,037
Average Principal Salary (MS)	\$112,074	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$190,000	\$183,692
Percent of District Budget		
Teacher Salaries	36.0	36.0
Administrative Salaries	6.0	6.0

* The data included here is based on Byron Union School District's salary information.

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

Types of Services Funded

Vista Oaks receives federal Title 1 funding. This funding is used to provide additional onsite support for the school's intervention programs. This includes funding for personnel to lead focused, small group instruction in both mathematics and language arts.

Vista Oaks is not in Program Improvement.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Vista Oaks Charter	2014-15	2015-16	2016-17
Dropout Rate	11.9	26.4	15.6
Graduation Rate	61.9	41.5	54.7
Vista Oaks Charter	2014-15	2015-16	2016-17
Dropout Rate			15.6
Graduation Rate			54.7
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,469	\$1,792	\$8,676	\$68,667
District	◆	◆	\$8,527	\$79,071
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			1.7	-14.1
Percent Difference: School Site/ State			19.6	-10.2

* 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.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	190
% of pupils completing a CTE program and earning a high school diploma	1.7%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	36.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	5.1

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	84.3	84.3	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	80.0	80.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	82.4	82.4	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	85.7	85.7	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	81.8	81.8	88.6
English Learners	66.7	66.7	56.7
Students with Disabilities	87.5	87.5	67.1
Foster Youth	0.0	0.0	74.1

Career Technical Education Programs

Since opening its doors in 2014, Vista Oaks has completed the following:

- Offers Work Experience and Community Service courses
- Works with Lodi Unified's ROP, allowing access to the various courses available
- Supports students who are ready to take courses at the local community college
- Developed a course within Child Development that will be articulated between the school and Delta College beginning in 2016-2017
- Provides quarterly workshops and information sessions to share opportunities available
- Recruits students to attend field trips to the local ROP and community colleges
- Coordinates training for community service opportunities

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.