

# Bella Vista High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Bella Vista High School
<b>Street</b>	8301 Madison Avenue
<b>City, State, Zip</b>	Fair Oaks CA, 95628
<b>Phone Number</b>	(916) 971-5057
<b>Principal</b>	Bryan Irwin
<b>Email Address</b>	Bryan.irwin@sanjuan.edu
<b>School Website</b>	<a href="https://www.sanjuan.edu/bellavista">https://www.sanjuan.edu/bellavista</a>
<b>County-District-School (CDS) Code</b>	34-67447-3430493

## 2023-24 District Contact Information

<b>District Name</b>	San Juan Unified School District
<b>Phone Number</b>	(916) 971-7700
<b>Superintendent</b>	Melissa Bassanelli
<b>Email Address</b>	info@sanjuan.edu
<b>District Website</b>	www.sanjuan.edu

## 2023-24 School Description and Mission Statement

### Mission Statement

Bella Vista High School, a collaborative learning community based on a foundation of excellence, will inspire each student to excel and positively impact society by empowering them to be dynamic thinkers, leaders, and creators in a complex world.

### School Profile

Bella Vista High School is one of nine comprehensive high schools in the San Juan Unified School District with approximately 2,000 students. Bella Vista offers a wide variety of courses and extra-curricular opportunities for student involvement. Our programs are highly successful with athletic, academic, and performance championships won regularly. We are a California Gold Ribbon School, and in the spring of 2023, the school received a full six-year accreditation from the Western Association of Schools and Colleges (WASC). Students, teachers, staff, parents, and the community work together towards increased levels of student achievement. Our superior reputation is a direct result of high expectations and our vision of every student being equipped to excel after high school.

English Language Learners: (5.43% of student body)

Students in Special Education: (9.14% of student body)

Students with Free/Reduced Lunch: (22.51% of student body)

Foster Youth: (0.21% of student body)

Students who are Homeless: (1.36% of student body)

### Principal's message

We offer a wide range of opportunities and unique programs. Glass art, competitive athletic teams in 15 sports, marching band, choir, nationally-ranked wrestlers, a Rock The Arts event, the county's top Academic Decathlon team, Japanese, Sign Language, and a College and Career Center run by parents are great examples. Our academic supports include a successful AVID program, an Advocacy course for struggling freshmen, and after-school tutoring for all students.

From academics to extra-curricular competitions, Bella Vista stands out as a school community that excels. We hold students to high standards, and they rise to the expectation set before them.

## 2023-24 School Description and Mission Statement

Bella Vista offers an academic program, aligned with Common Core State Standards, which is designed to prepare students for success in the workplace and in post-secondary schooling. As we work towards the achievement of our district LCAP and Strategic Plan, we are focusing on these four goals:

Goal 1: LCAP 1 Connected School Communities

Goal 2: LCAP 2 Healthy Environments for Socio-Emotional Growth

Goal 3: LCAP 3 Engaging Academic Programs & LCAP 5 Graduation and College/Career Readiness for Foster Youth and Students

Goal 4: LCAP 4 Clear Pathways to Bright Futures

The goals in this school improvement plan will move our student population closer to achieving our district mission and ensure student success.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	519
Grade 10	520
Grade 11	451
Grade 12	434
<b>Total Enrollment</b>	<b>1,924</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53%
American Indian or Alaska Native	0.3%
Asian	4%
Black or African American	2.1%
Filipino	1.1%
Hispanic or Latino	22.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	7.8%
White	62%
English Learners	5.4%
Foster Youth	0.3%
Homeless	0.9%
Socioeconomically Disadvantaged	30.4%
Students with Disabilities	9.3%

## 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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	65.70	83.23	1679.20	71.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.80	1.01	21.00	0.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	1.14	49.30	2.11	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	297.30	12.72	12115.80	4.41
<b>Unknown</b>	11.50	14.60	291.30	12.46	18854.30	6.86
<b>Total Teaching Positions</b>	78.90	100.00	2338.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	80.30	94.28	1946.10	78.12	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.90	1.07	21.60	0.87	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	0.82	80.70	3.24	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	1.17	243.50	9.78	11953.10	4.28
<b>Unknown</b>	2.20	2.63	199.10	8.00	15831.90	5.67
<b>Total Teaching Positions</b>	85.20	100.00	2491.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.90	0.70
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.90	0.70

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	1.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0

2022-23 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 28, 2021 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <https://www.sanjuan.edu/Page/23518>. In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2023: CollegeBoard - Springboard 2023: Bedford, Freeman, and Worth - The Language of Composition 2023: Bedford, Freeman, and Worth - Literature and Composition 2023: California State University - ERWC 3.0	Yes	0.0
<b>Mathematics</b>	2016: Cengage - Calculus 2023: Cengage - Calculus for AP 2023: Pearson - Elementary Statistics: Picturing the World 2018: Ramsey Education - Foundations in Personal Finance 2023: Cengage - Integrated Mathematics 1,2,3 2007: Pearson - Mathematical Ideas 2018: McGraw-Hill - Mathematics for Business and Personal Finance	Yes	0.0

	<p>2017: Haese Mathematics - Mathematics for the International Student - Mathematics SL</p> <p>2023: Bedford, Freeman, and Worth - The Practice of Statistics for the AP Exam</p> <p>2023: Pearson – Precalculus</p>		
<b>Science</b>	<p>2022 STEMScopes: The Living Earth</p> <p>2019 Savvas: AP Biology-Campbell in Focus</p> <p>2013 Bio-Rad Laboratories: Biotechnology-A Laboratory Skills Course</p> <p>2022 Savvas: Experience Chemistry</p> <p>2018 Cengage: Chemistry (AP Edition), 10th edition</p> <p>2008 Pearson: Conceptual Integrated Science</p> <p>2023 Pasco: Essential Physics</p> <p>2002 Pearson: Earth Science</p> <p>2020 Savvas: College Physics-Explore and Apply, 2nd edition</p> <p>2002 Glencoe/McGraw-Hill: Earth Science-Geology, the Environment, and the Universe</p> <p>2022 Cengage: Environmental Science-Sustaining Your World</p> <p>2021 Cengage: Exploring Environmental Science (updated)</p> <p>2023 Savvas/Pearson: Human Anatomy and Physiology</p>	Yes	0.0
<b>History-Social Science</b>	<p>2019 McGraw-Hill: California Impact-United States History and Geography, Continuity and Change</p> <p>2019 McGraw-Hill: California Impact-World History, Culture and Geography, The Modern World</p> <p>2016 Oxford University Press: History of the Americas-1880-1981 (IB Diploma Programme)</p> <p>2011 Oxford University Press: The Twentieth-Century World and Beyond-An International History Since 1900, 6th ed.</p> <p>2018 Bedford, Freeman, and Worth: Ways of the World-A Global History with Sources, for the AP course</p> <p>2018 Pearson: Government in America-People, Politics, and Policy, AP edition</p> <p>2018 McGraw-Hill: Principles of American Democracy</p> <p>2023 Kendall Hunt: Our Stories in Our Voices (Ethnic Studies)</p> <p>2023 Ronald Takaki: A Different Mirror for Young People (Ethnic Studies)</p> <p>2020 Oxford University Press: Oxford IB Diploma Programme-IB Economics Course Book</p> <p>2019 Bedford, Freeman, and Worth: Krugman's Economics for the AP course</p> <p>2018 Norton: Essentials of Cultural Anthropology-A Toolkit for a Global Age</p> <p>2023 McGraw-Hill: IMPACT Principles of Economics</p> <p>2017 National Geographic: National Geographic-World Cultures and Geography</p> <p>2019 Perfection Learning Corp: AMSCO AP Human Geography</p> <p>2020 Bedford, Freeman, and Worth: A History of Western Society</p> <p>2018 Norton: Principles of Macroeconomics</p> <p>2017 McGraw-Hill: Sociology and You</p> <p>2001 Glencoe/McGraw-Hill: Street Law-A Course in Practical Law</p>	Yes	0.0

	2016 Bedford, Freeman, and Worth: Myers' Psychology for AP 2016 Bedford, Freeman and Worth: Thinking about Psychology		
<b>Foreign Language</b>	2023: Vista Higher Learning - Themes, 2nd Edition 2023: Vista Higher Learning - Chemins 1, 2, 3, 4 2017: Vista Higher Learning – Imaginez 2018: Cheng and Tsui- Adventures in Japanese 1 2018: Cheng and Tsui- Adventures in Japanese 2 2018: Cheng and Tsui- Adventures in Japanese 3 2018: Cheng and Tsui- Dekiru! An AP Japanese Preparation Course 2022 Carnegie Learning: Que Chevere 1-4 2017: Vista Higher Learning- Temas 2019: Cengage Learning – El Mundo Hispano 21-espanol para el siglo 21-Curso Intermedio 2018: Sign Media Inc. – Master ASL! – Level One 2019: Sign Enhancers Inc. – ASL Grammatical Aspects Guide	Yes	0.0%
<b>Health</b>	2006: Houghton Mifflin Harcourt - Lifetime Health	Yes	0.0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.00%



## School Facility Conditions and Planned Improvements

### General

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in October 2019 and determined that there were no unsafe conditions that required emergency repairs. 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 computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

### Age of School Buildings

63 years--Built in 1961 but with modernizations and additions completed in subsequent years.

### Maintenance and Repair

LEA 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 services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days.

### Cleaning Process and Schedule

The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

### Deferred Maintenance Budget

The LEA participates in the State School Deferred LEA maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

### Deferred Maintenance Projects (if applicable)

Large Gym Screen and Re-coat

### Modernization Projects (if applicable)

N/A

### New School Construction Projects (if applicable)

N/A

### Year and month of the most recent FIT report

10/23/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	71	66	43	42	47	46
<b>Mathematics</b> (grades 3-8 and 11)	39	43	29	29	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	421	409	97.15	2.85	66.42
<b>Female</b>	201	197	98.01	1.99	72.45
<b>Male</b>	219	211	96.35	3.65	60.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	63.64
<b>Black or African American</b>	12	11	91.67	8.33	54.55
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	105	101	96.19	3.81	56.44
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	41	40	97.56	2.44	70.00
<b>White</b>	245	240	97.96	2.04	70.42
<b>English Learners</b>	21	14	66.67	33.33	0.00

<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	135	128	94.81	5.19	50.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	21.95

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	421	412	97.86	2.14	43.20
<b>Female</b>	201	198	98.51	1.49	42.42
<b>Male</b>	219	213	97.26	2.74	43.66
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	11	91.67	8.33	45.45
<b>Black or African American</b>	12	11	91.67	8.33	27.27
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	105	102	97.14	2.86	24.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	41	40	97.56	2.44	52.50
<b>White</b>	245	243	99.18	0.82	50.21
<b>English Learners</b>	21	19	90.48	9.52	5.26
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	135	132	97.78	2.22	34.09
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	9.76

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	33.62	39.65	30.55	30.86	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	417	408	97.84	2.16	40.20
<b>Female</b>	196	191	97.45	2.55	33.51
<b>Male</b>	221	217	98.19	1.81	46.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	22	22	100.00	0.00	40.91
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	89	86	96.63	3.37	23.26
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	26	26	100.00	0.00	38.46
<b>White</b>	263	257	97.72	2.28	46.30
<b>English Learners</b>	19	18	94.74	5.26	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	115	113	98.26	1.74	26.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	30	88.24	11.76	26.67

## 2022-23 Career Technical Education Programs

San Juan Unified defines their career paths following the strict criteria set within the Perkins Act and/or the California Partnership guidelines. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, are defined as a sequence within themselves. Introductory CTE courses are found throughout our schools, concentrators are students who take a second level course within the same career path, and students are referred to as completers when they complete a sequence of courses leading to certification, employability, and/or further technical training. Capstone courses are defined as completer based on length of course, sequence, and skill development.

The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

San Juan Unified also provides students career preparation through enrollment in California Partnership Academies. We have three California Partnership Academies in the areas of: business–finance/entrepreneurship, pre-engineering/product innovation, and patient care. Our schools have numerous career paths opportunities beyond the state funded California Partnership Academy.

Bella Vista offers the following CTE pathways and courses:

- Foods (CTE elective introduction course)

Project Lead The Way Engineering Pathway (PLTW)

- Introduction to Engineering Design
- Principles to Engineering Design
- Computer Integrated Manufacturing (capstone completion course)

Computer Science Pathway

- AP Computer Science Principles: Information Support and Services (ISS)
- AP Computer Science Principles A (capstone completion course)

CTE capstone courses held at various high schools within San Juan Unified open to Bella Vista students:

- Automotive
- Broadcast and Video Production
- Construction Technology
- Culinary Arts
- Dental Careers
- Dental Radiation and Safety (taken with Dental Careers)
- Fire Technology
- Medical Assistant
- Performing Arts
- Public Safety Careers

How does this class support student achievement?

When students experience CTE courses they have the opportunity to see the relationship between applied academic standards and the real world. Students find purpose in their studies and are provided an opportunity to apply their academic and industry skills to every day problems.

How does the school address the needs of all students in career preparation?

Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems. The school counselor work with each enrolled student to create a 4-year plan designed to prepare them for their future college and career aspirations.

How are the courses evaluated for effectiveness?

## 2022-23 Career Technical Education Programs

The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, along with completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

How are CTE industry sectors represented at the high schools?

The Director of College and Career Readiness, Brett Wolfe holds an annual advisory committee meeting representing every industry sector in Career Technical Education. The programs represented are Agriculture, Broadcast and Video Production; Building and Construction Trades; Business and Finance; Computer Science; Emergency Response; Engineering Design; Entrepreneurship; Health Science; Hospitality and Tourism; Information Technology; Public Safety; Performing Arts; Manufacturing; Networking, and Transportation. The advisory committee is composed of a variety of stakeholders including industry and labor, secondary and postsecondary leaders, faculty, parents, and students.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	310
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.74
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	48.62



## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	88.80%	89.20%	92.00%	88.80%	92.00%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are actively involved in the school through our Site Council, which is responsible for overseeing budgets and this council influences curriculum and various school-wide decisions. Parents from Site Council actively participated in the development of our School Plan for Student Achievement and will continue to monitor progress on the plan. Parents are also actively involved in our Parent Teacher Student Association (PTSA), English Learner Advisory Committee (ELAC), and Booster Clubs for athletics, music, and various academic interests. Parents can receive information on these organizations by calling 916-971-5057. Parents also run the College and Career Center and volunteer in a myriad of school activities. Parents are encouraged to be part of their students' education and to meet with staff members to improve the learning experiences for their students. Teacher voicemail numbers, e-mail addresses, and Google Classrooms are distributed to improve parent-teacher communication, and parents view grades and attendance online. Parents are also kept informed and involved through a weekly e-mail "Newsflash" which reaches all families with email, as well as monthly communications from the Principal. Many of our teachers utilize Google classroom as alternative way to inform parents and send students notifications. Parents are welcome to attend classes when pre-approved.

##### Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the office at 916-971-5057 or email [darciemahlke@sanjuan.edu](mailto:darciemahlke@sanjuan.edu)



## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	2.2	4.6	6.5	11.1	11.7	12.7	9.4	7.8	8.2
<b>Graduation Rate</b>	95.8	94.6	90.1	78.7	81.6	77.2	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	443	399	90.1
<b>Female</b>	208	189	90.9
<b>Male</b>	234	209	89.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	23	22	95.7
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	96	83	86.5
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	26	26	100.0
<b>White</b>	281	253	90.0
<b>English Learners</b>	29	23	79.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	16	12	75.0
<b>Socioeconomically Disadvantaged</b>	161	135	83.9
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	40	30	75.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2050	1993	480	24.1
Female	954	928	223	24.0
Male	1084	1053	252	23.9
American Indian or Alaska Native	6	6	0	0.0
Asian	80	79	10	12.7
Black or African American	49	47	22	46.8
Filipino	21	21	5	23.8
Hispanic or Latino	466	443	137	30.9
Native Hawaiian or Pacific Islander	12	10	3	30.0
Two or More Races	158	154	41	26.6
White	1258	1233	262	21.2
English Learners	132	121	40	33.1
Foster Youth	9	8	2	25.0
Homeless	39	32	16	50.0
Socioeconomically Disadvantaged	698	667	223	33.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	203	193	77	39.9

### C. Engagement

#### 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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	6.47	5.32	0.10	4.48	4.53	0.20	3.17	3.60
Expulsions	0.00	0.00	0.05	0.00	0.06	0.06	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.32	0.05
Female	3.35	0
Male	7.1	0.09
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.75	0
Black or African American	12.24	0
Filipino	0	0
Hispanic or Latino	6.22	0
Native Hawaiian or Pacific Islander	16.67	0
Two or More Races	5.7	0
White	4.77	0.08
English Learners	1.52	0
Foster Youth	0	0
Homeless	12.82	0
Socioeconomically Disadvantaged	7.31	0.14
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.33	0

## 2023-24 School Safety Plan

### School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, shelter-in-place drills, and lockdown drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriffs Department & Citrus Heights Police Department. San Juan Unified maintains contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats. .

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	16	38	23
Mathematics	28	14	34	17
Science	30	5	29	18
Social Science	29	7	33	22

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	13	31	28
Mathematics	27	18	34	14
Science	32	2	22	26
Social Science	30	8	22	30

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	18	41	20
Mathematics	28	12	32	21
Science	30	3	28	21
Social Science	31	5	21	27

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	384.8

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$13,161	\$5,203	\$7,959	\$92,530.30
<b>District</b>	N/A	N/A	\$7,441	\$80,362
<b>Percent Difference - School Site and District</b>	N/A	N/A	6.7	16.8
<b>State</b>	N/A	N/A	\$7,607	\$87,885
<b>Percent Difference - School Site and State</b>	N/A	N/A	10.8	8.1

## Fiscal Year 2022-23 Types of Services Funded

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Base/unrestricted expenditures, except for general guidelines, are not controlled by law or donor. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,500	\$55,550
<b>Mid-Range Teacher Salary</b>	\$70,000	\$80,703
<b>Highest Teacher Salary</b>	\$100,000	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$122,250	\$137,703
<b>Average Principal Salary (Middle)</b>	\$130,430	\$143,760
<b>Average Principal Salary (High)</b>	\$141,779	\$159,021
<b>Superintendent Salary</b>	\$324,066	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	33.42%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.41%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	36
--	----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	0
<b>English</b>	9
<b>Fine and Performing Arts</b>	3
<b>Foreign Language</b>	3
<b>Mathematics</b>	4
<b>Science</b>	4
<b>Social Science</b>	13
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	36

## Professional Development

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level, and there are specific opportunities designed for our paraprofessionals to attend and be compensated. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	3	2