Valle Vista Elementary

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

School Name	Valle Vista Elementary
Street	1966 Flint Avenue
City, State, Zip	San Jose
Phone Number	408-223-3750
Principal	Anthony Oskar Alvarado
Email Address	aalvarado@mpesd.org
School Website	https://www.mpesd.org/ijavve
County-District-School (CDS) Code	California

2023-24 District Contact Information

District Name	Mt. Pleasant Elementary School District
Phone Number	(408) 223-3710
Superintendent	Dr. Elida MacArthur
Email Address	emacarthur@mpesd.org
District Website	www.mpesd.org

2023-24 School Description and Mission Statement

Valle Vista Elementary, a school situated at the base of the eastern foothills of San Jose, offers an exciting and relevant Common Core-based curriculum in a culturally diverse learning environment. During the 2021-2022 school year, it was decided by the School Consolidation committee that Valle Vista would share a campus with Ida Jew Academy located at 1966 Flint Avenue, San Jose, CA 95148.

Valle Vista Elementary serves kindergarten through fifth grade General Education students, as well as transitional kindergarten through fifth grade Special Education students. Our dedicated staff includes one principal, one secretary, 10 general education teachers, 3 special education teachers, and one resource teacher. In addition, the district provides a part-time psychologist, health clerk, speech therapist, adaptive PE teacher, and family case manager. The support staff includes our noon duties, food services workers, two custodians, and 9 instructional assistants. The paraprofessionals are assigned as follows: 3 Special Day Class instructional aides and 2 Resource Specialist aides.

Curriculum and Instruction
Valle Vista Elementary has invested high amounts of energy into improving instructional practices that align with the Common Core State Standards where our focus has been on offering students ample opportunities to collaborate, communicate, critically think, and use their creativity. Our school has fully adopted the EL Education curriculum and it is now utilized in 3rd-5th grade English Language Arts classrooms. In addition, we have also adopted the Benchmark Advanced curriculum to support our students in TK-2 grade in English.

Our qualified and dedicated teachers continue to inspire students through focused instruction based on the district-adopted curriculum and the Common Core State Standards. Report Cards are provided to parents three times a year. Standardized test results will resume this year and will be provided to parents in the summer. Student assessment data is gathered every year using standardized test results and local interim assessments.

Response to Intervention: We identify students at risk through our RTI process and hold Student Success Team (SST) meetings with their parents, classroom teacher, family case manager, psychologist, and principal. We work to analyze each student's individual needs with input from all stakeholders and then create a plan to help the student succeed. Our protocol is to set a follow-up meeting to determine the outcome of our plan and strategize the next steps.

After School / Before School Programs: We have the Mount Pleasant After School (MPAS) program that serves over 100 students from dismissal to 6 p.m. in grades kindergarten to fifth grade. This program provides a homework club, physical activities, arts, and enrichment programs. We also have our Sunrise Club which provides the same support before school.

School Behavior Support: We are proud of our school and our commitment to quality education. We have high expectations and believe that all children can learn. Through the PBIS/BEST Framework, we offer students behavior support that is positive, research-based, and restorative in practice. It is founded on the 3B's: Be Responsible, Be Respect, and Be Safe. We celebrate student achievement and progress. We have our Valle Vista Elementary's Students of the Month awards to acknowledge the excellence and growth of students. Also, we have monthly BEST Incentives, where all students participate in a variety of fun and exciting activities. We have a part-time counselor and a part-time family case manager to support our students and families. Through attendance incentives, both classroom and school-wide, we strive to promote positive student attendance. We focus on making our school a positive learning environment to set the foundation for student achievement.

We are committed to developing lifelong learners who strive to reach their personal best in a diverse and changing world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	33
Grade 1	27
Grade 2	28
Grade 3	30
Grade 4	47
Grade 5	36
Total Enrollment	201

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8%
Male	54.2%
American Indian or Alaska Native	1%
Asian	32.8%
Black or African American	4.5%
Hispanic or Latino	50.2%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	2.5%
White	5.5%
English Learners	37.3%
Foster Youth	1%
Homeless	6%
Migrant	1.5%
Socioeconomically Disadvantaged	64.7%
Students with Disabilities	11.4%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.90	93.33	76.10	86.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.14	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	0.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.20	0.23	12115.80	4.41
Unknown	1.00	6.67	10.10	11.56	18854.30	6.86
Total Teaching Positions	14.90	100.00	87.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	95.83	75.90	94.96	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.25	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.10	0.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.20	0.25	11953.10	4.28
Unknown	0.50	4.17	2.60	3.33	15831.90	5.67
Total Teaching Positions	11.90	100.00	79.90	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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

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

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.

Class Assignments

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

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: 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

The district adopted instructional materials aligned with the CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades 3-8th grade and Mathematics in K-8th grade. For English Language Arts Benchmark Adelante TK-5th grades, Benchmark Advance K-2, 3rd-8th grade EL education. The district is continuing the science pilot through the 2019-2020 school year to align with the Next Generation Science Standards; the goal is to identify a curriculum for K-8 this school year and implement it in the 2020-21 school year. Although the HSS curriculum is from our most recent adoption, the district will review instructional materials for a possible pilot in 2022-2023. At the beginning of the 2022-2023 school year, the district had the annual Williams audit from the Santa Clara County Office of Education, there were no findings, and to date, there have been no reported insufficiencies. There are sufficient textbooks and instructional materials for all students.

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-2 3rd-8th grade EL Education	Yes	0
Mathematics	Eureka Mathematics; Grades K-5, adopted 2016 College Preparatory Mathematics (CPM); Grades 6-8, adopted 2016	Yes	0
Science	Amplify Science adopted 2021 MacMillan/McGraw-Hill California Science for grades K-5, adopted 2008 Houghton Mifflin, Houghton Mifflin California Middle School Science; for grades 6-8, adopted 2007	Yes	0
History-Social Science	Studies Weekly American Legacy adopted Spring 2021 Macmillan/McGraw-Hill, California Vistas; for grades K-5, adopted 2007 McDougal Littell, McDougal Littell California Middle School Social Studies; for grades 6-8, adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

Valle Vista is an open learning space school. Each pod is divided into five classroom spaces. In addition, there is a preschool pod and a separate set of special day classrooms in four portable building units, each with two classrooms. The open learning space configuration provides a wonderful opportunity for differentiation of student learning and for teacher teaming and collaboration.   Each pod has access to mobile computer carts with Chromebooks or Apple iPads. The school is wired with wifi access points to allow for internet access. The central heating and cooling systems maintain a comfortable environment. The campus grounds are expansive and have five separate play areas. Four cameras were installed in the school building (office, library, cafeteria, and A pod hall to monitor the lab) to increase safety. Fencing, interior railing, and interior and exterior lighting contribute to our safe environment. The students, staff, and parents are dedicated to maintaining a clean, safe, attractive, and efficient learning environment. New playground structures were added in July 2011. With the passing of Measure L, it's projected for Valle Vista to have repaving and striping of the front parking lot, repairing the roof, and new hardware throughout the school for all the doors. The interior of the school was renovated during the summer of 2014. In 2017, new outdoor lighting was installed. The inside lighting and flooring in the cafeteria were replaced in the summer of 2018. Student restrooms were renovated in the summer of 2020.

Valle Vista Elementary is situated in the Ida Jew Academy Campus which houses about 460 students. The 18 classrooms are wired for internet use and equipped with a flat-screen Smart TV, document cameras, projectors, and personal speakers for multimedia purposes. All students were provided the technology of one-to-one devices in support of access to a digital learning environment. At Valle Vista Elementary, every teacher has a laptop and an iPad that have been distributed to each classroom in their room at all times. Facilities are clean and well-kept. The school has a beautifully landscaped campus and a newly adopted quad area with surrounding primary and early elementary classrooms. Facilities are maintained according to the district maintenance and operations procedures. Ida Jew Academy and Valle Vista Elementary invested in purchasing new picnic benches that are located throughout the quad for open-air seating. Students have the opportunity to eat their meals in the cafeteria, overhang structure, and in the quad where they can socially distance themselves while eating. Our two playground areas: the kinder play area and the blacktop received additional tanbark to maintain appropriate levels for play. Our quad area houses two water hydration stations for students and staff. Students are not only able to refill their water bottles, they are also able to track data and use it in their math and science activities. The (4) student bathrooms in the quad area have recently been renovated into (2) main bathrooms in the quad. Renovation took place in the Spring of 2020 and was completed in Fall 2020. We are currently working on making further updates to provide students the highest quality educational experience with a 21st-century approach in response that abides by COVID-19 guidelines outlined by the Santa Clara County Health Department and Santa Clara County Office of Education.

Year and month of the most recent FIT report	2023 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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
English Language Arts/Literacy (grades 3-8 and 11)	44	32	36	30	47	46
Mathematics (grades 3-8 and 11)	41	29	22	22	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
All Students	117	117	100.00	0.00	31.62
Female	53	53	100.00	0.00	39.62
Male	64	64	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	57.58
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	64	100.00	0.00	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	46	100.00	0.00	21.74
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	53	100.00	0.00	24.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	0.00

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	117	115	98.29	1.71	28.70
Female	53	52	98.11	1.89	25.00
Male	64	63	98.44	1.56	31.75
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	57.58
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	63	98.44	1.56	12.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	46	45	97.83	2.17	24.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	52	98.11	1.89	19.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	5.56

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
Science (grades 5, 8 and high school)	31.82	33.33	18.92	16.43	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
All Students	40	39	97.50	2.50	33.33
Female	18	18	100.00	0.00	44.44
Male	22	21	95.45	4.55	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	38.89
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	17	16	94.12	5.88	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	17	17	100.00	0.00	17.65
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	14	93.33	6.67	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

NA

2022-23 Career Technical Education (CTE) Participation

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

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	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 5	93%	93%	93%	93%	93%

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

Contact Person: Lissa Oros (PTA President) and Solomon Enow (SSC Chair)
Contact Phone No. 408-223-3750

Programs and organized activities/resources available for parental involvement are outlined below:

Parents are an integral part of our Valle Vista Elementary and Mt. Pleasant Ida Jew Academy school community and are welcomed as part of our partnership as an inclusive school model. Valle Vista Elementary strongly encourages parents and guardians to volunteer and be involved in their children's education. The Student Advisor is the Parent Volunteer Coordinator who is supported by both the PTA President and SSC Chair who work to support parent involvement and school community engagement.

Stakeholder parental involvement engagement/ input includes school site groups Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC) which each provide feedback and ongoing communication. All school meetings are open to the public and include translation services in support of parent input/ understanding.

- Parent Teacher Association (PTA) meets the fourth Wednesday of every other month at 6:00 pm via Zoom. PTA provides various activities for school-wide distributions such as arts and crafts activities at home.
- The School Site Council (SSC) meets on the third Monday of each month at 4:00 pm via Zoom and in-person.
- Parents of students who are identified as English Learners are invited to attend English Language Advisory Committee (ELAC) Council meetings.

Additional Parental Involvement Engagement Opportunities/ Resources:
- Open House and Back to School Night are virtual events that are open to the community each year and are valuable opportunities to be informed of the year's path and progress.
- Parent-Teacher conferences are scheduled twice a year once in the Fall and once in the Spring.
- Coffee with the Principal: Many parents attend the monthly "Coffee with the Principal" meetings via Zoom hosted by Mr. Anthony Alvarado. These are great platforms for becoming informed about upcoming events and great opportunities to ask questions, voice concerns, and hear from other parents and families.
- School Community Connection Newsletter: This is shared bi-weekly via the school website and social media platforms in support of communication and notification of school events or support resources within the school community.
- School Website: Updated with relevant and new information to provide parents an area of resource of the school.
- School-Wide Communication: We use ParentSquare as a platform for school/teacher-parent direct communication.
- Social Media Engagement via the school's Facebook page is also an area where parents can communicate and receive communication shared by the school.
- Mindfulness for Parents: Provided by Mindful Life Project workshops geared in support of parents during the school year to provide opportunities to engage in mindfulness
- Parent Wellness Survey is provided to parents to complete quarterly to gather input on the needs of parents as related to resource needs and COVID-19 support.
- Parent Academic Fair supported with MPESD.

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
Dropout Rate							9.4	7.8	8.2
Graduation Rate							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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	220	217	92	42.4
Female	101	100	46	46.0
Male	119	117	46	39.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	71	70	20	28.6
Black or African American	9	9	1	11.1
Filipino	0	0	0	0.0
Hispanic or Latino	111	110	56	50.9
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	5	5	3	60.0
White	13	13	6	46.2
English Learners	85	84	31	36.9
Foster Youth	2	2	0	0.0
Homeless	13	13	3	23.1
Socioeconomically Disadvantaged	149	148	65	43.9
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	30	29	13	44.8

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	0.00	0.38	0.45	0.00	2.15	2.70	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.11	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0
Female	0.99	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.69	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Valle Vista Elementary continues to strive to provide a safe and engaging learning environment for all students and their families. We are putting various preventive efforts in place to improve the school climate. Some of the activities include recognizing students for good attendance, academics, and citizenship throughout the year. We are in our seventh year implementing a Positive Behavioral Interventions and Support Program referred to as (PBIS) and Building Effective Schools Together (BEST).

Valle Vista Elementary follows tenants of Peace Builders. We have also incorporated BEST practices (PBIS- Positive Behavioral Interventions and Supports), and focus on three overall expectations (Be Respectful, Be Responsible, and Be Safe). Our School provides a safe and engaging learning environment. We have various preventive efforts such as activities that focus on improving our school climate. We strive to create a school culture of inclusive practices and highlight student connection to the campus in a virtual environment. During distance learning, we provide virtual rallies, movie nights, and school-wide distributions that include activities for students to do in a home setting.

We have an after-school program to provide additional tutoring support for our students. The Mt. Pleasant After-school Program (MPAS) enrolls approximately 125 students. This program provides a homework center, enrichment activities, and sports and outdoor play activities.

Valle Vista Elementary provides a safe and engaging learning environment for all of our students. The district installed a 180-degree camera to monitor our campus. We have two custodians who help to make sure our school is a clean and safe learning environment for our students. All visitors are required to enter the building through the front door, sign in, and wear a visitor's pass. The site works closely with the San Jose Safe School Campus coalition and community-based organizations to assist with school and community issues.

A "No bullying" policy is strictly adhered to and students who violate the policy are given a harassment advisory. Continued

2023-24 School Safety Plan

problems in this area may result in a meeting with parents, the school psychologist, referral for counseling, suspension, or expulsion from school. We also have counselors on site to help with bullying prevention and to improve our students' social skills. We have San Jose Safe School Campus do Anti-Bullying presentations for all of our students. We have implemented the Kindness Week Challenge to encourage the tenants of the "3 Bs" that are also aligned with MPESD online expectations. To accommodate the distance learning virtual environment we have implemented the online positive behavior expectations.

Parents are informed of school activities, parent meetings, important dates, academic requirements, and rules via newsletters, school-wide phone blasts, postings on the school website, postings on Facebook, the student handbook, the parent handbook, and the district policy handbook. Our office is always open to parents who have questions, and we encourage parents to request meetings with their child's teachers. Announcements are made every week and the student council is responsible for creating and deploying the information to students through a weekly video. Within these messages, student council representatives also make sure they reinforce BEST practices and expectations.

We have counseling services provided by a district counselor and additional providers. In addition, we offer Preventative Early Intervention classes for at-risk families sponsored by the Alum Rock Counseling Center and funded through Mental Health funding. We have implemented a bi-monthly wellness survey to our families to assess the needs of our families during distance learning. The wellness survey includes a follow-up with both the family case manager and community-based organizations and resource support.

Campus Supervisor:
As part of the integrated PBIS model and schools 3 B's the campus supervisor provides supervision for the school and works in partnership to assess areas of need and actively builds school culture.

Emergency Preparedness:
Annual Drills are provided in union with the San Jose Safe School Campus Initiative and ICS Incident Command Systems twice a year for Run Hide Defend and monthly fire drills. The school also participates in The Great ShakeOut each year in support of earthquake preparedness annually.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	3	1	
1	12	3	1	
2	12	2	2	
3	16	1	2	
4	17	1	2	
5	18	1	2	

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	4	1	
1	10	4		
2	11	2	1	
3	16	1	2	
4	14	2	1	
5	15	2	1	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3	0	0
1	14	2	0	0
2	14	2	0	0
3	15	2	0	0
4	16	1	2	0
5	9	4	0	0
6	0	0	0	0
Other	0	0	0	0

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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
Pupils to Academic Counselor	1005

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
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	0.5

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
School Site	$19,261	$7,426	$11,835	$95,596
District	N/A	N/A	$12,264	$93,016
Percent Difference - School Site and District	N/A	N/A	-3.6	2.7
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	43.5	7.9

Fiscal Year 2022-23 Types of Services Funded

*MPAS- Mt. Pleasant After School Program
*Bay Area Tutors
*Silicon Valley Education Foundation-3rd grade Math Tutoring/Intervention
*Virtual Summer School-SVEF (incoming 3rd through 8th grade)

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
Beginning Teacher Salary	$61,559	$54,046
Mid-Range Teacher Salary	$92,610	$84,515
Highest Teacher Salary	$119,217	$110,867
Average Principal Salary (Elementary)	$146,786	$136,841
Average Principal Salary (Middle)	$148,818	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$196,000	$217,473
Percent of Budget for Teacher Salaries	30.11%	32.43%
Percent of Budget for Administrative Salaries	6.23%	5.62%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Mt. Pleasant School District has consistently focused their staff development efforts to address the needs of the students and teachers to increase student achievement, address the social-emotional needs of the students, and support teachers to use Culturally Relevant instruction and behavior strategies to engage students academically. In the past three years, the professional development focus for teachers has been to support teachers with the implementation of the newly adopted English Language Arts and Mathematics curriculum.

Professional Development

Throughout the 2019-20 school year:
Teachers and administrators engaged in continuous cycles of inquiry with each of the school's leadership teams. Each school identified a problem of practice and implemented inquiry cycles using the Improvement Science framework to address their problem of practice. Each group received ongoing coaching support from PIVOT learning.

In partnership with the Eastside Alliance, every school had a team composed of teachers and administrators; the team received professional development on teacher efficacy. The goal is to engage across grade levels in the district and the feeder High School to address low student performance in Mathematics. The work will continue next school year.

During the 2020-2021 school year:

In response to the impact of COVID -19 professional development was designed in support of Distance Learning within the virtual education environment. Teachers and staff were provided training that best supported the needs of Distance Learning through the Learning Management System (LMS) Canvas and associated professional development to support student access and engagement. Detailed below is an overview of district-wide provided professional development in union with the Mt. Pleasant School District. The Instructional Technology Learning Cohort (ITLC) a group of teachers comprised of all respective schools in the MPESD also provided support through integrated teaching and learning.

Teachers in grades TK-8 were trained on LMS Canvas by the Krause Center for Innovation and by our District Instructional Technology Leadership Cohort on the dates below:
- August 13, 14, 25, 27 - Creating Canvas Account, Making Pages, Homepage, Assignments & Announcements
- September 17, 24 - Review PDs on Making Pages, Homepage, Assignments & Announcements
- October 1, 8, 15 - Modules, Quizzes, Canvas Review, & Big Blue Button

Curriculum and Instruction/ Integrated Apps Professional Development to Support Distance Learning
- Nearpod (Canvas integrated app)
All certificated staff received training on Nearpod on October 29, 2020 and January 7,2021.
- Learning A-Z
TK-5th grade and SEI teachers were trained on Learning A-Z on December 10, 2020.
- Sports for Learning - PE & SEL
All certificated staff received training on Sports for Learning on January 14, 2021.
- Language Dives
All certificated teachers received training on creating language dives by EL Curriculum Staff and District Language Dive Cohort Members on January 4, 2021.

Collaboration Partnership Professional Development with local Districts and Schools:
- East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):
September 22, October 7, December 2, February 24, March 24 & May 26
- East Side Alliance Impact Meetings (TK - 8th grade):
December 8, April 12 & June 9
- East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):
November 10, December 15, January 26 , April 14 & May 5

District and Local Assessment Professional Development:
- Edcite (Online Assessment Platform)
Third through 8th grade teachers received training on Edcite on November 5, 2020.
- Benchmark ORR
TK through 2nd grade teachers and TK- through 5th grade ALAS teachers including SAI teachers received training on Benchmark ORR's platform and assessments.
November 5, 2020 & January 19, 2021

Professional Development on Diversity, Equity, Inclusion and Belonging:
- Circled Up
All certificated and classified staff received training on diversity, equity, inclusion, and belonging from Circled Up on January 4, 2021.
- Pathway to Equity Micro-Course: Valuing and Elevating Student (6th - 8th)
November 10, November 17, December 1, December 8, and December 15

Social Emotional Learning (SEL) and Mindfulness (Mindful Life Project)

Professional Development

- Certificated and Classified members received (4) professional development trainings on mindful practices
- Certificated teachers attended morning meetings with the Mindful Life Project and their students on mindful practices for 8 weeks
- Certificated teachers received curriculum training with a 1-1 coach and debrief on implementing mindfulness in classroom practices

ALAS Professional Development (ATDLE Conferences: Association of Two-way & Dual Language Education)
- In support of our Dual Language Immersion Spanish program (ALAS) teachers were provided the opportunity to attend (2) virtual conferences in support of the dual language program and distance learning.

During the 2021-2022 school year:

August 6, 2021 - Social Emotional Learning with Roni Habib for Management

August 13, 2021 - Instructional Technology: Canvas, Powerschool, Newsela, Nearpod

August 16, 2021 - Amplify Science, Crew (SEL)/DEIB Toolkit

August 17, 2021 - Benchmark Advance ELA TK-2, Language Dives 3-8, DEIB, Math, School 2 Home

September 2, 2021 - Benchmark dORR optional for TK -2

October 14, 2021 - Learning A-Z for TK -5

October 21, 2021 - Edcite 3-5

January 3, 2022 - Benchmark Avance Phonics TK-2, Crew Support 3-8, Social Media and Empathy Workshop for non-Science Teachers, Amplify Science for TK-8

Circle Up - Management, Certificated Staff received training on diversity, equity, inclusion, and belonging.

East Side Alliance Impact Middle School Meetings (6th grade - 8th grade):
September 24, October 19, November 9, December 14, January 18, February 15, March 15, April 12, & May 17

East Side Alliance Assessment for Learning Series (3rd grade - 8th grade):
November 9, December 7, January 25 , April 12 & May 10

Social Emotional Learning (SEL) and Mindfulness (Mindful Life Project)
- Certificated and Classified members received (3) professional development trainings on mindful practices
- Certificated teachers attended student assemblies with the Mindful Life Project and their students on mindful practices during each trimester
- Certificated teachers had mindfulness trainings held in their classrooms through class demos on how to lead a mindfulness lesson

School 2 Home Certificated Professional Development
- Assess the teaching staff's technology skills and knowledge to identify strengths and areas for which teachers want and need more support
- Customize the School2Home Professional Learning Modules to meet the school needs and align the Modules to other professional learning opportunities
- Identify strategies for highlighting teachers that are integrating technology into their daily instructional practices successfully
- Meeting dates: November 9, January 20, February 17, March 29, April 14, May 3

During the 2022-2023 School year the following was provided:
Management PD topics and dates: 2022-2023
ELD and ELPAC Workshop with SCCOE on August 30, 2022

Professional Development

Management and Teachers PD topics and dates:
July 15-17, 2022
AVID Summer Institute for RS and AB teachers

August 15, 2022
Mandated Reporting
Grade TK teachers on Desired Results Developmental Profile
Grades K-8 teachers on i-Ready Getting Good Data
Grades TK-2 teachers on Early Literacy/Best Practices/Dyslexia/Science of Reading
Grades TK-8 on Conscious Classroom Management (procedures, relationships, consequences, and de-escalations)
Grades TK-8 on Crew (Modeling, Participating, and Planning)

October 10, 2022
Grades K-8 i-Ready Using Data to Plan for Instruction

November 3, 2022
Grades K-2 Benchmark Advance ELD/Charting ELD Standards
Grades 3-5 Language Dives

January 9, 2022
Grades K-8 i-Ready Toolkit
Grades K-8 SELPA: Emotional First Aid, Power Struggle, and Behavior Support Techniques

Classified Staff
Here are the professional developments we've had for our classified staff for the
2022-2023 school year.

August 15, 2022
Mandated Reporting
Grades TK-8 on Conscious Classroom Management (procedures, relationships, consequences, and de-escalations)

January 9, 2022
Grades K-8 SELPA: Emotional First Aid, Power Struggle, and Behavior Support Techniques

During the 2023-2024 school year:
Certificated, Classified, and Management
August 14, 2023   Grades TK-8: De-escalation Training
August 14, 2023, October 5, 2023, January 8, 2024 - Grades TK-8:UDL (Universal Design for Learning)
August 14 2023 TK: Inclusion PD
August 15, 2023 Grades TK-8: Mandated Reporting

Certificated Staff and Management
July 30 - August 2, 2023, AVID (Advancement via Individual Determination)
August 14, 2023 Grades TK-8: CREW (Student Voice and Reflection/goals)
August 14, 2023 Grades 3-8: EL Education Self-Paced Modules
August 14, 2023 Grades K-2: Daily 5 Best Practices: Read to Self, Read to Someone, Listen to Reading, Work on Writing, Word Work, and Building Stamina
August 14, 2023 Grades K-2: ELA Benchmark Advance Self Paced PD
September 7, 2023 Grades K-5: Crew
November 2, 2023 and January 8, 2024 Grades K-8: i-Ready
September - November 2023 Grades K-2: Fundations Reading/Phonics Virtual Training
January 8, 2024 - All grades: Center for Racial Justice in Education.

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

Subject	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	