

Fruitvale Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Fruitvale Junior High School
Street	2114 Calloway Drive
City, State, Zip	Bakersfield, CA 93312
Phone Number	661-589-3933
Principal	Erick Rouanzoin
Email Address	errouanzoin@fruitvale.net
Website	fjh.fruitvale.k12.ca.us
County-District-School (CDS) Code	15634796104004

Entity	Contact Information
District Name	Fruitvale Elementary School District
Phone Number	(661) 589-3830
Superintendent	Mary Westendorf, Ed.D.
Email Address	mawestendorf@fruitvale.net
Website	fruitvale.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Fruitvale Junior High consistently earns the top state test results in Kern County and was most recently awarded the 2018-19 Honor Roll School and the State and National "School to Watch" in 2018 by the National Forum for Middle School Reform. FJH was also named a California Gold Ribbon School in 2017. FJH has been recognized five times (1986, 1990, 1994, 1999 and 2013) as a California Distinguished School by the California Department of Education. In 1991, Fruitvale Junior High was named a National Blue Ribbon School by the U.S. Department of Education. FJH has recently been recognized as a 2016 and 2019 Honor Roll School.

Fruitvale Junior High students have repeatedly competed as California State Champions at the National History Day finals in Washington D.C. for the past 25 years. Students from FJH earned first place in 1990, 1991, 2002, 2009 and 2010, as well as second place in 1996, 1999 and 2001 in Group Performance. Students also earned first place in 2014 and third place in 2015 for an Individual Paper submission. Students also placed second in Group Documentary (1999 and 2002), Group Project (2000), Individual Performance (2002) and third in Historical Paper in 2001. Students placed first in the State Science Fair in 1997, 1998, 2012, 2013, & 2014. Students also annually compete at the State level in the Math Counts Competition.

Fruitvale Junior High School is in the second year of MTSS, Multi-Tiered System of Support, implementation to evaluate and streamline systems to ensure appropriate academic support for all students. Additionally, Fruitvale Junior High places an emphasis and importance on Social-Emotional Learning and has implemented an Advisory Period for all students which includes SEL curriculum daily.

MISSION STATEMENT

We will provide an environment of excellence where students and staff are engaged responsibly in 21st Century learning within the context of priority standards. We will inspire each student to innovate, collaborate, and persevere as critical thinkers in the real world.

- *Specific standards of academic achievement
- *A safe and orderly adolescent-centered environment
- *A comprehensive core curriculum
- *Integration of technology as a learning tool throughout the curriculum
- *High expectations for all learners
- *A wide range of co-curricular and extra-curricular experiences
- *Teaching students responsibility & respect for individual differences
- *Encouraging & motivating students to not only do their best but to take risks
- *School improvement based on the continual review of student multiple assessment data & parent/staff survey results
- *A professional development program that focuses on improving classroom instruction
- *An extensive support system for students & their families

All School Goals and Action Plans follow within the District LCAP Goals:

1. Implement Common Core State Standards to Maintain High Levels of Student Achievement and Prepare Students to Learn in a 21st Century Classroom
2. Increase Student Engagement and School Connectedness.
3. Increase Meaningful Partnerships with Fruitvale Families and Community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	346
Grade 8	347
Total Enrollment	693

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.6
Asian	3
Filipino	2.3
Hispanic or Latino	45.3
Native Hawaiian or Pacific Islander	0.3
White	41.6
Two or More Races	4.5
Socioeconomically Disadvantaged	48.5
English Learners	3.8
Students with Disabilities	10
Foster Youth	0.3
Homeless	2.2

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	30	31	154.5
Without Full Credential	1	3	2	11
Teaching Outside Subject Area of Competence (with full credential)	0	1	2	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The Fruitvale School District held the Williams Act Public hearing regarding sufficiency or insufficiency of Instructional materials on September 10, 2019, at the Regular Scheduled Board Meeting and there were no concerns, complaints, or public comments.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync, 2017 McGraw Hill	Yes	0
Mathematics	Go Math K-8, Houghton Mifflin 2015-16	Yes	0
Science	Holt, 7-8 adopted in 2007. (2019-20 is our Pilot Year for Science)	Yes	0
History-Social Science	Holt, 7-8 adopted in 2006.	Yes	0
Foreign Language	En Espanol! McDougal Littell California Edition		0
Health	Positive Prevention Plus Sexual Health Education for America's Youth 2016 State Adopted Curriculum	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The original buildings at Fruitvale Junior High School were constructed in 1959. Additional classroom buildings were constructed in 1980, 1983 and 1991. The Leslie DeHart Multipurpose facility was completed in 1990.

The school is included in the District five-year deferred maintenance plan that is submitted to the State. On-going maintenance and painting are regularly scheduled for the campus.

The Director of Maintenance, Operations, and Transportation oversees the team of custodial staff assuring that classrooms, offices, restrooms, and the campus grounds are kept clean and safe. Custodians are on hand during the day and evenings, at each school site. School grounds are mowed and maintained on a weekly basis. Communication is ensured by the use of two-way radios at each school site for daily use and in case of emergency.

The data reported is the determination of good repair as documented in a complete Interim Evaluation Instrument.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: April 18, 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	59	58	58	50	50
Mathematics (grades 3-8 and 11)	58	59	50	55	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	684	677	98.98	1.02	58.94
Male	351	348	99.15	0.85	50.57
Female	333	329	98.80	1.20	67.78
Black or African American	19	19	100.00	0.00	52.63
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	66.67
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	308	305	99.03	0.97	51.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	283	279	98.59	1.41	66.31

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	31	31	100.00	0.00	48.39
Socioeconomically Disadvantaged	352	347	98.58	1.42	51.87
English Learners	55	53	96.36	3.64	33.96
Students with Disabilities	70	70	100.00	0.00	14.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	66.67

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	684	677	98.98	1.02	59.32
Male	350	348	99.43	0.57	58.21
Female	334	329	98.50	1.50	60.49
Black or African American	19	19	100.00	0.00	57.89
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	57.14
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	309	305	98.71	1.29	49.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	282	279	98.94	1.06	67.03
Two or More Races	31	31	100.00	0.00	70.97
Socioeconomically Disadvantaged	352	347	98.58	1.42	52.02
English Learners	56	53	94.64	5.36	40.38
Students with Disabilities	70	70	100.00	0.00	21.43
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	75.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.0	23.7	30.5

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

Parents support their children's academic efforts and their development as responsible members of society by helping their students at home with their school work, attending conferences and providing a caring environment.

Fruitvale encourages parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

Parent Clubs at each school are currently active in providing many activities for Fruitvale School District students. They work together to assist in school programs and community projects. Please contact the school for specific information and opportunities for parent involvement.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.1	5.5	4.9	2.6	2.4	2.2	3.6	3.5	3.5
Expulsions	0.6	0.3	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is revised yearly taking into account staff changes as well as content revisions. The Emergency Preparedness portion of the plan is modeled after the State Standardized Emergency Management System.

The plan is dedicated to the ongoing enhancement of all aspects of school safety including:

- Maintenance of a safe and orderly learning environment by maintaining the buildings and grounds to a high standard.
- Student transition to and from school with instructions on how to cross streets safely and a crossing guard posted by the school. Along with this, there is a Transportation Safety Plan that includes instructions on how to board and exit the bus safely, how the red cross-over lights are used and annual evacuation exercises.
- Student behavior and discipline are outlined in the plan and is given to the parents and students via the Student/Parent Handbook at the beginning of the school year.
- Disaster preparedness is accomplished by training the staff to respond to natural disasters or evacuations due to potential hazards. Many of the staff are trained in first aid and CPR procedures along with triage, search and rescue and student security in the event of an emergency.
- Playground and classroom facilities and equipment are inspected annually with written reports of the findings. The play equipment has been inspected by a certified playground inspector and there is an ongoing maintenance program to improve the safety of the equipment. Quarterly inspection of the buildings, grounds and play equipment is done by the Lead Custodian and documented on a standard form.
- Student, parent, and staff safety training are done on an ongoing basis through in-services, fire and earthquake drills, and parent universities.
- The School Safety Plan is written with input from all stakeholders and is reviewed by local law enforcement/first responders.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	9	16	2					23	9	22	2
Mathematics	26	6	17	2					26	5	20	2
Science	26	8	8	10					26	9	16	6
Social Science	27	5	16	5					27	4	17	6

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	693.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,000	906	5,094	68,674
District	N/A	N/A	5,889	\$72,896.00
Percent Difference - School Site and District	N/A	N/A	-14.5	-1.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-25.4	-7.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Fruitvale Junior High offers quality services to assist in the individual needs and development of its students. Fruitvale Junior High utilizes data to drive instruction for every level of learner need including intervention and enrichment. FJH utilizes department and grade-level specific goals for student academic achievement as well as addressing the social-emotional needs of Junior High age students. FJH develops strategic plans for intervention for struggling students, students with disabilities, socioeconomically disadvantaged students, foster youth, English Language Learners, students in specific subgroups, low performing block grant students, and extension for accelerated students. Specific programs include: English Language Development program for English learners, 8th-grade Intervention courses for Math, ELA and History, 7th/8th-grade Semester-Long Study Skills Courses, 7th Grade Year-long Intervention Courses as well as a 7th Grade Semester-Long Study Skills course. Fruitvale Junior High is in the second year of implementation of the Multi-Tiered System of Support (MTSS), a comprehensive framework that focuses on California State Standards, core instruction, differentiated learning, student-centered learning, individualized students needs and the alignment of systems necessary for all students' academic, behavioral and social success.

Additionally, after school programs run three days per week by multiple teachers to serve as a means to help students increase academic achievement in language arts, science, and history as well as offering opportunities to assist with homework. Math Targeted Intervention is offered for both 7th and 8th grades three days per week. Extension programs including Robotics, Battle of the Books, Math Counts, Math Field Day, Drama and Drumline are also offered after school. All students are provided transportation for after school programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,000	\$49,378
Mid-Range Teacher Salary	\$71,286	\$77,190
Highest Teacher Salary	\$91,302	\$96,607
Average Principal Salary (Elementary)	\$111,749	\$122,074
Average Principal Salary (Middle)	\$115,029	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$170,024	\$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Staff development priorities include writing across the curriculum Common Core unit development and implementation, the use of technology to improve student learning and focusing on Standards Based Instruction including Specific Task Development to meet appropriate standard rigor and assessment components.

Training and staff development are provided at both the District and individual school site level. Fruitvale School District is part of the Kern County BTSA (Beginning Teacher Support and Assessment) Consortium. In the BTSA program, first and second year credentialed teachers are paired with District BTSA support providers who will mentor them in the California Standards for the teaching profession.

Teachers who have met California's subject matter requirements, but who are not fully credentialed will participate in the Intern program. Intern teachers will be paired with a credentialed teacher to participate in a planned sequence of instruction to obtain a California Teaching credential.

In-service training and curriculum improvement is administered by the Director of Curriculum/Staff Development in conjunction with the Principal, School Site Council, mentor teachers, BTSA mentors, and various teacher advisory groups. Professional Development occurs four times each school year for .5 days each time, by way of a minimum day. Students are dismissed on a Minimum Day Schedule at 11:30 a.m.. In addition, "time banking" allows for an early release one day per week for grades three-eight. Students are dismissed at 1:55 p.m. every Wednesday to allow for Professional Development and Collaboration Time. In addition to the scheduled Professional Development dates, Fruitvale Junior High sets aside data days for benchmark creation, grading, results reflection, intervention and instructional planning for each subject. Lastly, additional time is allotted for peer-observation in which teachers have the opportunity to observe lessons taught by colleagues and reflect on best practices..