



# Roosevelt Intermediate

811 Sixth Street • Taft • 661-763-3113 • Grades 2-5

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Taft City School District**

820 Sixth Street

Taft, CA 93268

(661) 763-1521

[www.taftcity.org](http://www.taftcity.org)

### **District Governing Board**

Keith McElmurry, President

Greg Mudge, Vice President

Mike McCormick, Clerk

Les Clark, Board Member

Stacy Falgout, Board Member

### **District Administration**

Julie Graves Ed.D.

**Superintendent**

Julie Graves

**Superintendent**

Nancy Hickernel-Bonner

**Assistant Superintendent**

### **School Description**

Our Roosevelt School Mission Statement: A community of caring individuals working together to achieve academic excellence for all students.

Enrollment in Roosevelt School signals a significant transition for Taft students who have previously attended smaller, neighborhood primary schools since kindergarten. For many students, Roosevelt School provides their first opportunity to interact with classmates from all areas of greater Taft. They are also expected to undertake greater individual responsibility for schoolwork and homework. In addition, becoming a Rough Rider affords such opportunities as monthly classroom music instruction, academic competitions at the county level, and the opportunity to participate in the junior high band.

Data to celebrate student successes and identify areas of needs within individuals, special populations, and grade levels are evaluated frequently from a variety of local assessments and standardized state test scores. Part of that data analysis is to examine the large student population on campus who are second language learners. Efforts to improve the academic ability of these students, and the skill sets of the teachers who provide the daily instruction, will continue to be a focus for the Roosevelt learning community.

School goals include a relentless purpose to align the school-wide curriculum, pacing guides, and assessments to ensure instructional consistency throughout the school while focusing on improved attendance so that all students receive the best first instruction.

## About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	4
Grade 2	2
Grade 3	6
Grade 4	260
Grade 5	259
Grade 6	1
Grade 8	1
Total Enrollment	533

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.8
Hispanic or Latino	60.4
White	36
Socioeconomically Disadvantaged	82.4
English Learners	34.7
Students with Disabilities	16.9
Foster Youth	0.2
Homeless	6

## 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 for Roosevelt	17-18	18-19	19-20
With Full Credential	19	16	83
Without Full Credential	5	8	26
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Taft City School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Roosevelt Intermediate

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

All students in the Taft City School District receive the District's core curriculum, which is based on the State curriculum documents (including frameworks), State academic standards, reading and math task force reports, specific program requirement handbooks, or government reports.

The following is a list of materials/textbooks that are considered core curriculum in the Taft City School District.

**Textbooks and Instructional Materials**

Year and month in which data were collected: **September 15, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Kindergarten-Third Grade</p> <p>Reading/Language Arts McGraw Hill School Education Reading Wonders 2016</p> <p>Fourth and Fifth Grade</p> <p>Reading Language Arts National Geographic Learning/Cengage Learning Reach for Reading 2016</p> <p>Sixth Grade</p> <p>Reading/Language Arts McGraw Hill School Education Study Sync 2016</p> <p>Seventh Grade</p> <p>Reading/Language Arts McGraw Hill School Education Study Sync 2016</p> <p>Eighth Grade</p> <p>McGraw Hill School Education Study Sync 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>Kindergarten-Third Grade</p> <p>Mathematics Houghton Mifflin Go Math! 2015</p> <p>Fourth and Fifth Grade</p> <p>Mathematics Pearson Scott Foresman envision Math 2015</p> <p>Sixth Grade</p> <p>Mathematics Houghton Mifflin Math Go Math! 2015</p> <p>Seventh Grade</p> <p>Mathematics Houghton Mifflin Math Go Math 2015</p> <p>Eighth Grade</p> <p>Mathematics Houghton Mifflin Go Math! 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Kindergarten-Third Grade Science Wonders 2015</p> <p>Fourth and Fifth Grade Science Harcourt Science 2000</p> <p>Sixth Grade Science Science Voyages – Earth Science Glencoe2001 Science Voyages Life &amp; Physical Sciences Glencoe2001</p> <p>Seventh Grade Science Science Voyages – Earth &amp; Physical Sciences Glencoe-McGraw2001 Science Voyages – Life Science Glencoe-McGraw2001</p> <p>Eighth Grade Science Science Voyages – Physical Science Glencoe2001 Science Voyages – Earth &amp; Life Sciences Glencoe2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
History-Social Science	<p>Kindergarten-Third Grade Social Studies Wonders 2015</p> <p>Fourth and Fifth Grade Social Studies McGraw Hill 2017</p> <p>Sixth Grade Social Studies Ancient World McGraw-Hill 2000</p> <p>Seventh Grade Social Studies World History Medieval to Early Modern Times Holt (2008)</p> <p>Eighth Grade Social Studies US History Independence to 1914 Holt (2009)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Foreign Language	<p>Sixth Grade English Language Learner McGraw Hill School Education Study Sync 2016</p> <p>Seventh Grade English Language Learner McGraw Hill School Education Study Sync 2016</p> <p>Eighth Grade McGraw Hill School Education Study Sync 2016</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The District and site staffs work together to ensure that Roosevelt School is clean, safe, and functional. A facility inspection tool developed by the State of California is used to assist in these efforts.

The results of this survey are available at the school and District offices.

Roosevelt School dates from 1954 and currently houses students in 24 of 24 classrooms. Modernization included the addition of a separate library/media center building as well as improving heating and air conditioning systems, providing handicap access, upgrading the classrooms for technology, as well as numerous structural, security related, and cosmetic improvements to the existing building.

Roosevelt School maintains four part time custodians who work in conjunction with the principal and district maintenance staff to ensure that repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is in place to ensure efficient service and that emergency repairs are given the highest priority.

Access to the school site before school is limited to two gates and one cafeteria door. Staff members monitor our cafeteria for 25 minutes before school starts, and our grounds for 15 minutes before school starts, throughout the day, and 10 minutes after school. Access to the site during the instructional day is limited to the main office entrance, where procedures for student and visitor check-in/out are strictly enforced.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, and interior or exterior painting.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/13/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Room 4- Missing and stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Room 6- Missing Floor Cap Electrical
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Room 13 Missing and stained ceiling tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	32	31	37	39	50	50
Math	25	21	26	28	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 Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.3	14.5	16.9

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	505	500	99.01	31.20
Male	250	248	99.20	30.24
Female	255	252	98.82	32.14
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	316	312	98.73	25.96
White	177	176	99.44	39.20
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	443	439	99.10	28.93
English Learners	242	238	98.35	22.69
Students with Disabilities	71	71	100.00	9.86
Students Receiving Migrant Education Services	18	18	100.00	22.22
Foster Youth	--	--	--	--
Homeless	27	27	100.00	0.00

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	505	503	99.60	21.07
Male	250	248	99.20	22.58
Female	255	255	100.00	19.61
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	316	315	99.68	13.33
White	177	176	99.44	34.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	443	441	99.55	17.91
English Learners	242	241	99.59	12.03
Students with Disabilities	71	71	100.00	8.45
Students Receiving Migrant Education Services	18	18	100.00	5.56
Foster Youth	--	--	--	--
Homeless	27	27	100.00	0.00

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.

## 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)

Parents are an important component of our School Site Council (SSC), English Learner Advisory Committee (ELAC), English Learner Advisory Committee, and District Advisory Council, which approve various site/district budgets, School Safety Plans, and School Site plans. All committees include parents of English learners and parents representative of the school population are invited to attend. Also, parents are a vital component of the Student Assistance Team and Individual Educational Plan meetings.

Our Parent Teacher Organization (PTO) sponsors activities such as field trips, reading and citizenship program incentives, yearbook production, and fundraisers. We welcome parent volunteers in the classroom and on field trips. Parents may contact the school office to make arrangements.

Parents are first afforded the opportunity to partner with the Roosevelt team at the annual "Meet and Greet" the Friday before school starts. At this event, parents are given classroom placements and have the opportunity to meet the classroom teacher as well as administration and support staff. Parents are also encouraged to attend the "Back to School Night" in the fall and a is a vital component during parent conferences held in December and May. Monthly newsletter, school website, and digital marquees are all means to keep parents informed of campus activities.

For more information on how to become involved, please contact Stephanie McDaniel, at (661) 763-3113 or smcdaniel@taftcity.org

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.



### School Safety Plan

Staff members monitor the cafeteria for 25 minutes before school starts, and grounds for 15 minutes before school starts, throughout the day, and after school in addition to providing crosswalk coverage. Access to the site during the instructional day is limited to the main office entrance, where procedures for student and visitor check-in/out are strictly enforced. The Raptor System is utilized for all parents, visitors, support staff, and contractors that are on campus during the instructional day.

Each teacher has an emergency folder containing vital information as well as contacts for each student. We hold monthly fire drills, bi-annual lockdown drills, and participate in the Great American Shake-out to educate in the event of an earthquake.

Our District/school safety plan is reviewed regularly and revised as needed by the district safety coordinator. The safety plan is reviewed with staff and parent groups at the first scheduled meeting of the year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.3	5.3	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	4.4	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.3
Other	

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

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
4	25		9		28		9		28		9	
5	22	3	9		23	2	9		24	2	9	
6									2	1		
Other**	8	1			10	2			11	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Professional Development provided for Teachers

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

We provide our staff with regular training in core curricular areas, during a weekly 1.5-hour staff development period. Each week, teachers meet in grade-level groups or as a whole staff to review student work, plan instruction, and review teaching strategies. Staff may also attend training sessions that address their specific interests and needs. During the summer of 2017 two teachers were trained in Kevin Clark (EL training).

We are in our second year of training in the Kevin Clark EL strategies for the 18-19 year. The training was based on current need as measured by the SBAC and local assessments. Teachers are supported through in-class coaching and training, teacher-principal meetings, as well as coach/mentor meetings. Roosevelt is an AVID Elementary School. Teachers have attended training in San Diego. Currently, five teachers have gone to training. These teachers are providing professional development to the staff.

Recent and ongoing district-wide staff development is largely dedicated to EDI (Explicit Direct Instruction). The majority of professional development during the 2015-2016 and 2016-2017 school year was devoted to English Language Literacy. In the 2017-2018 School year the emphasis has been on Language Arts and ELD, for the 2018-2019 school year the focus is on English Language Development with the training of staff in the methods promoted by Kevin Clark Consulting. The focus remains on Kevin Clark Strategies in the 2019-2020 school year.

For the 2015-16 school year in October, 1 full day was dedicated to professional development in the area of English Language Curriculum Development Training.

For the 2016-17 School year in October, 1 full day was dedicated to Special Education requirements, Illuminate training, and Kevin Clark training.

For the 2018-19 School year in October, 1 full day was dedicated to ELD development with Kevin Clark Consulting.

For the 2019-2020 school year in October, 1 full day of professional development was devoted to a staff overview of the ELL Roadmap and Kevin Clark strategies.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,748	\$49,378
Mid-Range Teacher Salary	\$66,771	\$77,190
Highest Teacher Salary	\$89,284	\$96,607
Average Principal Salary (ES)	\$113,066	\$122,074
Average Principal Salary (MS)	\$108,745	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$160,040	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	36%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students: Title I, Economic Impact Aid (EIA), Special Education and Migrant Education Programs. The ASES After School program Staff development opportunities are offered through school preservice days, Wednesday minimum days are done weekly.

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,748	\$3,695	\$7,053	\$66,361
District	N/A	N/A	\$7,831	\$66,575.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.5	3.8
School Site/ State	-47.8	-13.5

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.