Roosevelt 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	Roosevelt Junior High School
Street	1330 College Ave.
City, State, Zip	Modesto, Ca, 95350
Phone Number	(209) 574-1930
Principal	David Sanchez
Email Address	sanchez.d@monet.k12.ca.us
Website	https://roosevelt.mcs4kids.com/
County-District-School (CDS) Code	50711676052807

Entity	Contact Information
District Name	Modesto City Elementary School District
Phone Number	(209) 574-1500
Superintendent	Sara Noguchi, Ed.D
Email Address	fortuna.b@monet.k12.ca.us
Website	www.mcs4kids.com

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

Mission: All students and staff will learn at the maximum academic level possible.

Vision: Roosevelt Junior High will be the highest performing junior high in Stanislaus County. It will be a safe environment, free of disciplinary distractions, and composed of students and staff who are encouraging and positive.

School Description:

The student population is very diverse, ethnically and linguistically. Currently Roosevelt student population is 57% Hispanic, 24% White, 2% African American, and the remaining 17% is made up of Asian, Native American, Pacific Islander, and two or more races. Over 201 students at Roosevelt are designated English Learners. Roosevelt serves the "newcomers" who have only been in the United States 4 years or less, and long term EL students who have been in the US longer than 4 years. Academic Language Development classes , or ALD, are offered to support our long term English Language Learners. To support the newcomers for the entire district, the Language Institute was developed. The Language Institute is intensive language acquisition classes that also incorporate the core subject material. The students have an ELD class (English Language Development), acculturation, and Spanish for Spanish Speaker. The students are out with the general education students for math, science, history and PE.

For our general education students who need extra help, Roosevelt has developed math support classes aligned with the new Swun Curriculum. The students in these classes have an extra math class in place of their elective. SFor struggling readers, Read 180 is offered. This is a computer-based class that is proven to bring students reading level up multiple grade levels if they are behind.

In addition to general education students, there are four special day classes, one is a severely handicapped class, two are learning handicapped classes, and one is for students who are limited learning handicapped. All of the special education classes have credentialed teachers along with multiple instructional para professionals to support the students.

Roosevelt also offers a complete GATE/Honors program for students who show potential for moving on to advanced placement classes in high school. Elective choices include Band, chorus, string orchestra, art, computers, Robotics, and Spanish. Roosevelt has made many strides to keep up with the technology movements in our society. In order to keep up with the needs of these many portable devices the school has wireless capabilities throughout and all student are provided with a laptop to utilize during the school years. Additionally, both English Language Arts and Social Science have adopted digital curriculum. Science and Math have hybrid curriculum.

Roosevelt has a dedicated staff of both veteran and newer teachers. They do everything they can to make sure the students are learning. After school tutoring is offered Monday through Thursday for any students. There are also a variety of after school clubs for students to become involved with. For a more committed after school experience Roosevelt also houses a free After School Program where more than 120 students attend up to 6:00 P.M. Students have the opportunity to do homework and become involved in many activities ranging from sports to cooking club.

Roosevelt prides itself in our academics. Students are rewarded as much as possible for their hard work and dedication. With our Renaissance program students with good grades and good behavior in all of their classes are rewarded. Staff and students both enjoy being at Roosevelt. A lot of importance is placed on students being Respectful, Kind, and Honest. These are the foundational character traits of Roosevelt's PBIS program.

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

Grade Level	Number of Students
Grade 7	454
Grade 8	461
Total Enrollment	915

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.4
Asian	4.4
Filipino	0.4
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.4
White	24.4
Two or More Races	4.9
Socioeconomically Disadvantaged	76.4
English Learners	19.1
Students with Disabilities	12.7
Foster Youth	0.3
Homeless	0.8

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	42	39	41	1433
Without Full Credential	0	1	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at https://www.mcs4kids.com/district/board/board-policies/board-policies.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, 2018 Read 180: HMH rBook and HMH LBook, Stage B Next Generation; HMH 44Book, Stage B HMH Next Generation (paperback and audio) Book Collection; HMH Topic Software, Next Generation Designated ELD Course: StudySyn, 2018	Yes	0
Mathematics	Math 7/Math 7 Honors: Piloting Swun Math at grades 7 and 8 for the 2019-2020 school year. Math 8/Math 8 Honors: Piloting Swun Math at grades 7 and 8 for the 2019-2020 school year. Math 180 Course I: Math 180 Course I mSpace, Scholastic Pre Secondary Math I Honors: Secondary Math I Honors: Secondary One Mathematics: An Integrated Approach, Mathematics Vision Project, 2017	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	McGraw-Hill, California IMPACT, 2019	Yes	0
Foreign Language	Spanish 1, 2, 3, 4: Prentice Hall, 2007 Spanish for Spanish Speakers 3 Nuestro mundo - Holt	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

Roosevelt is proud to use a state-of-the-art digital marquee to the northwest side of the campus to keep students and parents informed of everything Roosevelt.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:
This school has classrooms, laboratories, a cafeteria, gymnasium, library, locker-rooms, and an administration office. The main campus was built in 1951 and opened in 1951.

Maintenance and Repair:
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair. During the 2019-2020 school year, the entire exterior of the school was painted, HVHC was added to the gymnasium, and a security camera system was installed school wide.

Cleaning Process and Schedule:
The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:
The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund to annually contribute $2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, $2 million to Deferred Maintenance for maintenance projects throughout the District and $2 million to Facility Improvements for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

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: 8/2/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles, Damaged counter top, Ripped carpet, Damaged ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered classroom and/or storerooms
Electrical: Electrical	Fair	Blocked electrical panel , Cracked light cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Eye wash station not inspected monthly, Eye wash has low flow, Faucet and fountain loose, Fountain not working, Fountain low flow
Safety: Fire Safety, Hazardous Materials	Good	Fire extinguisher mounted too low, Plug-in air freshener, Paint cracked/peeling
Structural: Structural Damage, Roofs	Good	Dry rot to exterior of building
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door closer missing, Leaking skylights
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)	40	38	31	31	50	50
Mathematics (grades 3-8 and 11)	29	28	21	22	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	904	863	95.46	4.54	38.47
Male	468	448	95.73	4.27	35.04
Female	436	415	95.18	4.82	42.17
Black or African American	28	28	100.00	0.00	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	39	37	94.87	5.13	32.43
Filipino	--	--	--	--	--
Hispanic or Latino	522	491	94.06	5.94	34.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	208	204	98.08	1.92	49.51

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	48	46	95.83	4.17	50.00
Socioeconomically Disadvantaged	700	666	95.14	4.86	30.48
English Learners	307	281	91.53	8.47	12.46
Students with Disabilities	94	91	96.81	3.19	8.79
Students Receiving Migrant Education Services	16	14	87.50	12.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	904	888	98.23	1.77	28.15
Male	468	461	98.50	1.50	30.15
Female	436	427	97.94	2.06	26.00
Black or African American	28	28	100.00	0.00	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	20.51
Filipino	--	--	--	--	--
Hispanic or Latino	522	513	98.28	1.72	22.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	208	203	97.60	2.40	39.90
Two or More Races	48	46	95.83	4.17	45.65
Socioeconomically Disadvantaged	700	691	98.71	1.29	20.69
English Learners	307	307	100.00	0.00	7.82
Students with Disabilities	95	92	96.84	3.16	4.35
Students Receiving Migrant Education Services	16	16	100.00	0.00	0.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	16.5	29.1	40.1

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)

Parents/Guardians are also constantly informed through Roosevelt quarterly newsletters, activities calendars, Navigating Junior High Parent meetings, and ELPAC Boot Camp Workshops.

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	8.2	8.1	7.6	3.7	3.6	2.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The staff also sets new goals for the current year. These recommendations are taken to the Safety Committee in September, at the first meeting of the year. The committee finalizes the plan for the school year. This year the staff and the Safety Committee continued to set boundaries for dress code and other important topics that are necessary for school safety. This year the Safety Committee continues to work in conjunction with the district to implement modifications to the emergency response procedures specific to our site. Our safety Committee met on September 17, 2019.

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	24	22	14	6	26	12	18	12	27	13	12	16
Mathematics	21	6	1	1	27	7	17	11	28	8	10	17
Science	31	3	12	13	30	3	11	16	31	3	8	18
Social Science	28	6	13	10	29	3	16	11	29	4	19	8

*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*	915.0

*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	.6
Social Worker	
Speech/Language/Hearing Specialist	.5
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	$11,836.47	$3,857.50	$7,978.97	$99,811.54
District	N/A	N/A	$9,483.18	
Percent Difference - School Site and District	N/A	N/A	-17.2	13.5
State	N/A	N/A	$7,506.64	
Percent Difference - School Site and State	N/A	N/A	9.8	22.3

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)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: https://www.mcs4kids.com/district/lcff-and-lcap . The most recent LCAP can be found here: https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2018-2019. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,731.00	$48,612
Mid-Range Teacher Salary	$90,623.00	$74,676
Highest Teacher Salary	$110,728.00	$99,791
Average Principal Salary (Elementary)	$122,988.00	$125,830
Average Principal Salary (Middle)	$131,372.00	$131,167
Average Principal Salary (High)	$144,945.00	$144,822
Superintendent Salary	$230,713.00	$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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	5	8	5

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school.   We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.