

Valley Vista High School (Continuation)

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Valley Vista High School (Continuation)
Street	9600 Dolphin St.
City, State, Zip	Fountain Valley CA 92708
Phone Number	(714) 964-7766
Principal	Kerry Clitheroe
E-mail Address	kclitheroe@hbuhdsd.edu
Web Site	www.vvhs.info
CDS Code	30665483038551

District Contact Information	
District Name	Huntington Beach Union High School District
Phone Number	(714) 903-7000
Superintendent	Dr. Clint Harwick
E-mail Address	charwick@hbuhsd.edu
Web Site	www.hbuhsd.edu

School Description and Mission Statement (School Year 2017-18)

The mission of Valley Vista High School is to engage our students in their education while promoting mutual respect and providing ample opportunities for acquiring essential life skills. Our students participate in our Got My ACT Together program that documents their acquisition of 21st century skills that include personal accountability and achievement, effective communication and citizenship, use of technology and preparation for successful transitions throughout adult life. VvHS promotes opportunities that prepare all students for success as an individual, family and community member and global citizen. Our students will become productive self-directed achievers, effective communicators and collaborators, positive responsible contributors and creative strategic thinkers.

Students who have had difficulties at a comprehensive high school have an opportunity at VvHS to experience success in an alternative school setting. Students learn in small, structured classes and earn credits based upon the successful completion of course work taught by a credentialed teacher. In addition, VvHS offers a program for pregnant and parenting teens, A fully equipped child development center called the NEST provides on-site child care for the infants and toddlers of our students.

Academic goals include completing the district's requirements for a high school diploma from VvHS or returning to a comprehensive high school and graduating with his or her class, transferring to Huntington Beach Adult School at 18 years of age to pursue the Huntington Beach Adult School high school diploma or GED, preparing for community college, vocational training, joining the armed services or entering the workforce.

In elective courses, we offer acting, animation and game design, current events, guitar, consumer and family education, foods, physical conditioning and weightlifting, wood shop, art, career exploration, and leadership. In addition, ROP classes offered at various sites are available after school.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	76
Grade 12	180
Total Enrollment	256

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	3.5
Asian	5.9
Filipino	0
Hispanic or Latino	57.4
Native Hawaiian or Pacific Islander	1.2
White	27
Two or More Races	0.8
Socioeconomically Disadvantaged	53.9
English Learners	22.3
Students with Disabilities	12.1
Foster Youth	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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	15	15	666
Without Full Credential	2	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	5	4	5	55

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	5	4	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 2017-18)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Mathematics	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Science	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
History-Social Science	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Health	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Visual and Performing Arts	Instructional materials and textbooks used in the district are current and are educationally sound. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Instructional materials and textbooks used in the district are current and of high quality. Before textbooks are purchased, they are thoroughly evaluated by teachers, administrators, and curriculum facilitators, and made available for review by the community and the Board of Trustees. Textbooks and instructional materials are replaced as needed to ensure that students are using current instructional materials. The effective use of instructional technology is also emphasized, with computer assisted instruction in academic, business, and technological programs.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Valley Vista High School is maintained by one full-time and one part-time School Utility Worker who handle most of the custodial and maintenance tasks. For the district-wide routine maintenance jobs like fertilizing or more complicated and/or large scale jobs , the District Office has a roving mobile maintenance crew and other workers who specialize in certain areas like HVAC. VvHS is very clean and repairs are quickly scheduled and completed. Every summer, the Principal and School Utility Workers review the tasks that need to be completed and establish a timeline for completing them during the vacation as well as other tasks to be completed during the academic year. In addition, as unplanned situations arise during the school year, the Principal meets with the full-time School Utility Worker to determine our course of action and needed level of support from the DO. At this time, the HVAC system, outside lights and security cameras need to be repaired and/or replaced to operate more efficiently.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC system leaks water into classrooms and offices at times. Sewer odors escape in several classrooms at times.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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		Outside lights and security cameras need to be updated to provide better coverage.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/2016				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	21	23	76	78	48	48
Mathematics (grades 3-8 and 11)		2	52	52	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	111	88.8	22.52
Male	81	72	88.89	19.44
Female	44	39	88.64	28.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	68	93.15	16.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	33	84.62	33.33
Socioeconomically Disadvantaged	72	65	90.28	15.38
English Learners	43	38	88.37	2.63
Students with Disabilities	15	10	66.67	0

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	112	88.89	1.79
Male	82	74	90.24	2.7
Female	44	38	86.36	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	73	68	93.15	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	33	84.62	3.03
Socioeconomically Disadvantaged	72	65	90.28	0
English Learners	43	38	88.37	0
Students with Disabilities	16	11	68.75	0

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.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	97
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.66
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	2.41

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Because of the open-entry enrollment throughout the academic year and the lack of proximity of our families to Valley Vista High School, our parent participation can be limited. Tours of the campus for interested parents and students are conducted upon request. All new parents and students attend an orientation to the school that includes A Day in the Life at VvHS video, PowerPoint presentation and our handbook are available in both English and Spanish. In addition, other languages as well as hard of hearing translators can be made available. All forms and other school related materials plus verbal communication both over the phone and in person are readily available in other languages and/or disabilities can be accommodated as needed with pre-planning prior to the actual meeting. The School Site Council, which meets two to three times per year, includes parents, students, staff, and community members. There has been increased parental communication and support through the use of email by the teachers. New this year are English Learners family nights that focus on increasing parent's knowledge about VvHS, their students academic status and attendance as well as accessing the student information system. Parents are invited to attend our Golden Eagle Awards assembly held in May and cap and gown graduation ceremony in June.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	18.9	18.5	24.8	2.3	2.5	2.3	11.5	10.7	9.7
Graduation Rate	69.67	71.23	64.46	94.06	94.21	94.81	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	43.92	87.99	87.11
Black or African American	66.67	80	79.19
American Indian or Alaska Native	41.67	78.89	80.17
Asian	75	92.99	94.42
Filipino	25	85.19	93.76
Hispanic or Latino	38.89	82.33	84.58
Native Hawaiian/Pacific Islander	0	88	86.57
White	44.62	90.69	90.99
Two or More Races	0	81.94	90.59
Socioeconomically Disadvantaged	29.63	42.18	63.9
English Learners	54.84	42.86	55.44
Students with Disabilities	41.98	85.15	85.45
Foster Youth	50	71.43	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.8	3.3	4.5	1.8	2.0	3.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.3	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Valley Vista is a closed campus, and the school's circular design enables high visibility by principal, teachers, counselors and security staff. Students may only enter through the front entrance. All students are issued photo school I.D.'s. All visitors are required to check in the office and obtain a name badge to be worn while on campus. Two campus supervisors are on duty to ensure the safety of all students and staff. The site safety plan is updated each year during the Fall semester and may be revised as necessary. The School Safety Plan was presented at School Site Council held this year on December 14, 2016. The main areas addressed in our plan are the emergency preparedness procedures, disaster drills, crime reporting student discipline and forms and maps. Evacuations routes are posted in every room and in the central quad bulletin board. In addition, the evacuation map is available in the school handbook distributed to every family upon enrollment both for new and continuing students. Radio checks are monthly that include all district schools and the District Office. Earthquake and fire drills are scheduled two times a year, reinforcing evacuation procedures. Some of these drills may involve communication with district, local fire and police personnel.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15	11	9		19	6	7		18	10	5	
Mathematics	5	51			5	49			5	42		
Science	22	2	4		15	6	2		21	2	4	
Social Science	10	24	3		11	18	6		12	17	4	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.8	300
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,698	0	\$10,698	\$91,486
District	N/A	N/A	\$10,698	\$91,486
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	62.7	10.5

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

Types of Services Funded (Fiscal Year 2016-17)

LCFF funds, Title I, Title II, and Title V are utilized to increase student achievement and provide a supportive environment. Services provided include, but are not limited to, increased access to psychological and student support, teacher training to meet “highly qualified” status, and standards-based curriculum development and alignment.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,535	\$50,221
Mid-Range Teacher Salary	\$92,883	\$83,072
Highest Teacher Salary	\$115,748	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$158,241	\$146,114
Superintendent Salary	\$305,526	\$226,121
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

The HBUHSD is recognized statewide for the quality of its curriculum, which is developed and continually updated by teachers in coordination with a staff of curriculum specialists who are experts in their fields. The resulting curriculum reflects CCSS goals, State Frameworks, teacher recommendations, community input, and the needs of all students as they pursue post-secondary goals.

In addition to on campus professional development activities which are attended by all instructional staff, the majority of VvHS teachers participate in off campus training programs or workshops. The teachers and other certificated staff attend specific workshops related to their position, technology applications, curriculum development, counseling and in-service training for identified at-risk student issues such as effective classroom management, reduction of truancy and meeting needs of students with an IEP or 504 Plan. Staff mentor one another by sharing information with their colleagues one to one, in department meetings and at general staff meetings. The Principal meets regularly with all staff to review pertinent student data, effective teaching strategies for at-risk students and California curricular goals. The HBUHSD also promotes staff development through partnerships with UC Irvine, CSU Long Beach and Fullerton, the community colleges, and a teacher training consortium in Huntington Beach. HBUHSD has developed an extensive professional development in-service training for all staff that may occur during summer, the contracted day or after school at the District Office or school sites or at the County Office of Education. The emphasis is on best practices and innovative instruction to support all students in acquiring college and career readiness skills that will assist them in reaching their greatest potential and becoming responsible citizens.

All new teachers participate in the New Teacher Induction Program. Veteran VvHS teachers serve as service providers. The new teachers and their service providers meet with the Principal to review and discuss progress related to the activities for Year 1 and Year 2.