

Wicklund Elementary School



2016-2017 School Accountability Report Card

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- View this SARC online at the school and/or LEA websites.

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, the county, and the state. 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).

Mission Statement

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning.

To accomplish this, LUSD will celebrate literacy, problem solving, and building a successful future by ensuring that all first graders can read and comprehend at grade level, that all fourth graders can read and write at grade level, that all eighth graders are proficient or proficiency prepared for Algebra, and that all twelfth graders graduate college and career ready.

We believe that:

- Every human being is important and has value.
- The freedom and rights enjoyed in society require that individuals take responsibility for their actions.
- The family is the critical element in an individual's development.
- Reaching one's potential requires great effort.
- Expectations profoundly influence our own performance and the performance of others.
- Every person is responsible for making the community a better place.
- Honesty and integrity are essential to building trusting relationships.
- People learn best in a safe, healthy environment.
- Meaningful accomplishment enhances the motivation essential for continued success.



Community Profile (School Year 2017-18)

Lammersville Unified School District is located in the northwest corner of San Joaquin County in the city of Tracy. Lammersville Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8th), Bethany Elementary School (K-8th), Altamont Elementary School (K-8th) and Mountain House High (9th-12th).

Enrollment By Grade Level Or Student Group (School Year 2016-17)

This chart illustrates the enrollment trend by grade level or student group.

Enrollment Trend by Grade Level

	2014-15	2015-16	2016-17
K	62	92	95
1st	83	68	74
2nd	91	84	72
3rd	80	90	96
4th	86	80	95
5th	79	89	89
6th	79	72	100
7th	85	83	61
8th	74	91	76

Enrollment by Student Group

2016-17

	Percentage
Black or African American	8.3%
American Indian or Alaska Native	0.8%
Asian	24.4%
Filipino	7.4%
Hispanic or Latino	22.8%
Native Hawaiian or Pacific Islander	0.3%
White	26.4%
Two or More Races	7.9%
EL Students	10.4%
Socioeconomically Disadvantaged	19.7%
Students with Disabilities	10.8%
Foster Youth	0.7%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Teacher Credential Status

	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	37	29	37	213
Without Full Credentials	0	5	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2017-18)

Lammersville Joint Unified held a public hearing on September 6, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
3rd-6th	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
K-2	English/Language Arts	Houghton Mifflin	2016	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin	2016	Yes	0.0%
K-5	History/Social Science	McGraw-Hill	2007	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute	2006	Yes	0.0%
K-8th	Mathematics	Engage NY	2016	Yes	0.0%
3rd-5th	Science	FOSS	2007	Yes	0.0%
6th-8th	Science	Glencoe	2008	Yes	0.0%
K-2	Science	Houghton Mifflin	2007	Yes	0.0%

School Facilities (School Year 2017-18)

Wicklund Elementary School facilities were completed in 2004. There are 40 permanent classrooms, a library, computer lab, staff room, a multipurpose room, and three playgrounds for primary and upper-grade students.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance & Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The table shows the results of the most recent school facilities inspection provided by the district, collected in September 2017. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 09/19/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Room 207: Blinds broken;
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Room 113: Several burned out lights
Restrooms/Fountains	X			Room 100 & 206: Low water pressure. Room 207: Fountain leaking
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	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

California Assessment of Student Performance and Progress (CAASPP) (School Year 2014–15)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten; the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016–17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	55	60	--	62	68	--	48	48
Mathematics (Grades 3-8 and 11)	--	42	50	--	52	57	--	36	37
Science (Grades 5, 8, and 10)	65	66	--	70	69	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	544	532	97.79	59.59	535	98.17	49.91
Male	291	281	96.56	53.38	284	97.59	51.06
Female	253	251	99.21	66.53	251	98.82	48.61
Black or African American	47	47	100.00	40.43	47	100.00	23.4
Asian	147	145	98.64	77.24	146	99.32	69.86
Filipino	40	40	100.00	47.5	40	100.00	40
Hispanic or Latino	111	109	98.20	47.71	109	98.20	35.78
White	147	139	94.56	60.43	141	95.92	49.65
Tow or More Races	38	38	100.00	65.79	38	97.44	60.53
Socioeconomically Disadvantaged	129	127	98.45	44.88	127	98.45	32.28
English Learners	108	104	96.30	39.42	107	99.07	31.78
Students with Disabilities	73	69	94.52	23.19	69	94.52	17.39

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Performance Testing (School Year 2016-17)

In the spring of each year, the schools of Lammersville Unified School District are required by the State to administer a physical fitness test to students in grades five, seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). The percentage of students who met the standards is displayed in the chart.

Percentage of Students in Healthy Fitness Zone

2016-17

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5%	23.1%	51.6%
7	8.1%	9.7%	64.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational program at Wicklund Elementary School. Opportunities for involvement and active participation include: School Site Council, Wicklund School Foundation, and other Ad-Hoc school committees. Parents are also welcome to volunteer in the classroom, and for school events.

Contact Information

Parents who wish to participate in Wicklund Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 836-7200, or visit the district's website at <http://www.lammersvilleschooldistrict.net>.

State Priority: School Climate

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

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

Discipline & Climate for Learning

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.25	5.41	0.00	0.00	0.00	0.00
District	1.24	2.96	3.70	0.00	0.00	0.08
State	3.80	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

The safety of students and staff is a primary concern at Wicklund Elementary School. The School Site Safety Plan is revised annually in February by staff and the School Site Council. Key elements of the plan focus on student and staff awareness of emergency drills and procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by administration, instructional staff, and parent volunteers. The designated drop off and pick up area is the front and back of the school. Visitors to the campus must register at the office and receive identification badges that must be displayed at all times.

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.

Average Class Size and Class Size Distribution

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
15	16	17	15	16	17	15	16	17	15	16	17	
By Grade Level												
K	21	20	20	1	2	1	2	3	4	-	-	-
1	21	22	23	1	-	-	3	3	3	-	-	-
2	22	27	23	-	2	-	4	2	3	-	2	-
3	20	22	23	4	-	-	-	4	4	-	-	-
4	32	37	36	-	-	-	5	3	3	1	2	2
5	29	26	29	-	1	3	3	5	3	-	1	3
6	28	31	22	4	1	8	13	4	17	2	4	-
Other	10	26	8	3	-	2	-	1	-	-	-	-
By Subject Area												
English	15	-	-	1	-	-	-	-	-	-	-	-
Science	28	-	-	-	-	-	3	-	-	-	-	-

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were “In PI” in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of “Not in PI” for the 2016–17 school year or did not receive Title I, Part A funds for the

2015–16 school year will have a status of “Not in PI” for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2013-2014
Year in PI	-	Year 1
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	0.00%

Staff Development

In addition to three annual staff development days, our school staff is consistently participating in various professional development activities, including: year-long academies, training days, lectures, conferences and meetings. Our staff is always advancing their knowledge on how to best support our students.

- 8/8/2016 TK-8th ELA/ELD Adoption, Music RCD, PE Physical Fitness Data Analysis & Planning; 9th-12th RCD Math Curriculum, NGSS, Rubrics & rubric grading, PE Physical Fitness Data Analysis, Rubrics & Units of Study Canvas Integration, Compass
- 8/9/2016 TK-8th RCD Math 2.0, Music RCD, Keenan Training, 9th-12th Interim & MAP Assessment Planning, NGSS
- 10/24/2016 TK-8th ELA/ELD Training, Math Technology Tools Workshop, Aeries Fitness Training, IPad Training & PE Summit Videos, Music Program Planning, 9th-12th Designing Environments for Successful Learning: Collaborative Planning, Co-Teaching & Differentiation of Instruction.

Counseling & Support Staff (School Year 2016-17)

In addition to academics, the staff at Wicklund Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The Speech/Language Specialist is shared with the other schools in the district.

A Gifted And Talented Education (GATE) program is offered to students who qualify. A differentiated curriculum is provided in all content areas which is accelerated and interdisciplinary.

Wicklund Elementary School offers English Language Learner (ELL) students additional classroom help with instructional aides and Cross-cultural Language Academic Development (CLAD) certified teachers during our Direct Instruction Group (DIG) time. Instructional strategies focus on academic English and accessing the core curriculum.

Wicklund Elementary School offers several programs for students with special needs, including on-site SDC, RSP and Speech programs. Students needing more restrictive classroom settings are referred to county SELPA operated programs.

The table indicates the resources available to all students at Wicklund Elementary School. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.8
Instructional Aides	1	1
Library Aide	1	0.6
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	2	2.0
Special Education Aides	3	2.4
Speech/Language Aide	1	0.8
Speech/Language Specialist	1	0.6

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.

District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Lammersville Unified School District receives state and federal funding for the following categorical, special education and support programs:

- Home-to-School Transportation
- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Gifted and Talented Pupils
- Class Size Reduction
- School Improvement Program (SIP)
- Tobacco Use Prevention Education (TUPE)
- Federal, Special Education, Entitlement per UDC
- Federal Drug/Alcohol/Tobacco Funds

District Expenditures (Fiscal Year 2015-16)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2015-16 school year. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,648
From Supplemental/Restricted Sources	\$276
From Basic/Unrestricted Sources	\$4,372
District	
From Basic/Unrestricted Sources	\$1,737
Percentage of Variation between School & District	151.7%
State	
From Basic/Unrestricted Sources	\$6,574
Percentage of Variation between School & State	-33.5%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

School Site Teacher Salaries (Fiscal Year 2015-16)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having between 1,500 to 4,999 Average Daily Attendance (ADA). The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$58,506
District	\$59,686
Percentage of Variation	-2%
School & State	
All Unified School Districts	\$69,649
Percentage of Variation	-16%

Teacher & Administrative Salaries (Fiscal Year 2015-16)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2015-16		
	District	State
Beginning Teachers	\$43,923	\$44,144
Mid-Range Teachers	\$64,741	\$69,119
Highest Teachers	\$90,112	\$86,005
Elementary School Principals	\$101,913	\$106,785
Middle School Principals	-	\$111,569
High School Principals	\$125,937	\$121,395
Superintendent	\$172,080	\$178,104
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.0%	34.0%
Administrative Salaries	6.0%	6.0%