

Planada Elementary School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Planada Elementary



Contact Information (School Year 2013-14)

9525 East Broderick St.

Planada, CA 95365-0236

(209) 382-0351

Principal:

Mr. Richard Lopez, Principal

Contact E-mail Address:

rlopez@planada.k12.ca.us

County-District-School (CDS) Code: 24658216025787

Planada Elementary

Contact Information (School Year 2013-14)

(209) 382-0756

www.planada.k12.ca.us

Superintendent:

Mr. Jose Gonzalez

Contact E-mail Address:

jgonzalez@planada.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Planada Elementary
Phone Number	(209) 382-0756
Web Site	www.planada.k12.ca.us
Superintendent	Mr. Jose Gonzalez
E-mail Address	jgonzalez@planada.k12.ca.us
CDS Code	24658216025787

School Contact Information (School Year 2013-14)

Name	Planada Elementary
Street	9525 East Broderick St.
City, State, Zip	Planada, CA 95365-0236
Phone Number	(209) 382-0351
Principal	Mr. Richard Lopez, Principal
E-mail Address	rlopez@planada.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

Mission

The mission of Planada Elementary School is to help students to become:

- High academic achievers
- Respectful and responsible individuals
- Cooperative and independent learners
- Critical thinkers and problem-solvers

Vision

Together with family and community, all students at Planada Elementary School will reach their highest academic potential and become responsible, productive citizens in a multicultural, global society.

PES will provide a positive and safe learning environment where all students will be given equal opportunity to achieve maximum growth academically, socially and physically according to state and district guidelines.

Our school district's motto is "We Listen, We learn, We Accomplish." It is our belief that every child can be successful and the goal of the goal of the faculty and staff is to prepare our students for middle school and beyond. We work hard to help our students achieve, and we believe in celebrating the cultural diversity of our students. The goals we have established to achieve this vision are: keeping children as our main focus, school staff will continue to work together as a unit to provide continuity in curriculum and parents, students, teachers and management will work together towards a common goal.

Opportunities for Parental Involvement (School Year 2012-13)

The entire Planada Elementary School District enjoys a tremendous amount of parent and community support. The Planada Elementary School Booster Club is very active in volunteer work, parent education and child advocacy. The School Site Council (SSC) meets monthly and reviews/updates the Single Plan for Student Achievement, as needed, to reflect that funds are maximized to best meet the needs of all school programs. The English Learner Advisory Committee (ELAC) meet at least quarterly to bring suggestions to the SSC to ensure that the needs of English learners are met. The Booster Club, School Site Council, and the English Language Advisory Council ensure school funding, decision making, and resources are in place to enhance the school and its programs.

III. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39%	50%	48%	41%	49%	48%	54%	56%	55%
Mathematics	64%	73%	69%	48%	59%	53%	49%	50%	50%
Science	52%	56%	54%	55%	56%	56%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	35%	24%	31%	48%	49%	49%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48%	53%	56%	31%
All Students at the School	48%	69%	54%	N/A
Male	40%	67%	61%	N/A
Female	56%	71%	46%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	48%	69%	52%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	47%	68%	55%	N/A
English Learners	34%	61%	22%	N/A
Students with Disabilities	40%	62%	N/A	N/A
Students Receiving Migrant Education Services	52%	72%	57%	N/A

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	17.6%	24.2%	14.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Scores are not shown 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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	3	5
Similar Schools	8	9	10

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	19	43	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	16	44	-4
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	19	44	-4
English Learners	24	48	-11
Students with Disabilities			3

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	314	811	539	792	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	0		1		30,394	743
Asian	3		5		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	304	809	523	790	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	6		9		1,200,127	853
Two or More Races	1		1		125,025	824
Socioeconomically Disadvantaged	309	810	517	791	2,774,640	743
English Learners	234	800	404	777	1,482,316	721
Students with Disabilities	53	733	85	698	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Transitional Kindergarten	16
Kindergarten	72
Grade 1	107
Grade 2	85
Grade 3	76
Grade 4	79
Grade 5	97
Total Enrollment	532

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0
Hispanic or Latino	96.8
Native Hawaiian/Pacific Islander	0
White	2.3
Two or More Races	0.2
Socioeconomically Disadvantaged	89.1
English Learners	79.1
Students with Disabilities	9.4

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.7	3	0	0	19.2	5	0	0	22	1	3	
1	19	4	0	0	22.5	1	3	0	18	2	4	
2	18.2	5	0	0	19	4	0	0	17	2	3	
3	19.6	5	0	0	19.5	4	0	0	15	5		
4	16.5	4	0	0	15.4	7	0	0	16	5		
5	17	4	0	0	21.3	3	0	0	19	1	4	
Other												

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

School Safety Plan (School Year 2012-13)

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Built in 1951, Planada Elementary School offers a safe and secure campus for students, staff, and visitors. Currently Planada Elementary School consist of 34 classrooms, a library, a computer lab, a multipurpose room/cafeteria, a staff room, three playgrounds, ball fields and a track, all which are enclosed. In the summer of 2013, the county of Merced created a safe route to school by reconfiguring the front area of the school campus to make walking to and from school much safer for all students and parents. These changes included a drop-off/ pick-up area for students, a four-way stop and several pedestrian crossings along the front of the school.

A comprehensive school safety plan is in place to ensure a secure, peaceful and clean environment for the school community. The plan is reviewed annually in the fall by the Safety Committee, which consists of parents, teachers, administrators, resource officer, and maintenance and operations personnel. It is in place to ensure a secure, peaceful and clean environment for the school community. Key elements to the Safety Plan are emergency procedures, campus security, and visitor policies. The school's disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills, including fire and earthquake, are conducted monthly. Planada Elementary School also holds bomb threat drills twice a year. This school year, the staff and students were trained on various Lock Down procedures. We insure that all staff and students are familiar with the Lock Down procedures by conducting Lock Down drills throughout the year.

At Planada Elementary School every effort is made to ensure students are monitored while on campus. Throughout the school day, teachers, administration, and lunch duty supervisors are responsible for supervising students before and after school, at recess and during lunch. All visitors and volunteers are required to sign-in/out at the school office and state their reason for being on campus. All visitors must wear a visitor's badge at all times.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	0.6	3	24	6.95		
Expulsions	0	0	0	0.13		

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Cleaning Process:

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district office. The principal works daily with the custodial staff of eight to develop cleaning schedules to ensure a clean and safe school.

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 and that emergency repairs are given the highest priority. The chart below displays the results of the most recent Williams Facility Inspection visit conducted in August by members of the Merced County Office of Education.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent 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

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

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	29	27	27	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	1	N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin, 2010-11	Yes	N/A
Mathematics	Harcourt Schools Publishing, 2008	Yes	N/A
Science	Scot Foresman, 2007	Yes	N/A
History-Social Science	Scot Foresman, 2007	Yes	N/A
Foreign Language			N/A
Health			N/A
Science Laboratory Equipment (grades 9-12)			N/A
Visual and Performing Arts			N/A

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		\$62,200
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$5,537	\$57,720
Percent Difference - School Site and State	N/A	N/A		

Note: Cells shaded in black or with N/A values do not require data.

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

Types of Services Funded (Fiscal Year 2012-13)

Planada Elementary School receives state and federal funding for the following categorical, special education and support programs:

- Staff Development
- SFSF
- QEIA
- Federal, ECIA/ESES/IASA
- Home to school transportation
- Special Education Master Plan
- Instructional Materials
- Lottery
- Peer Assistance Review (PAR)
- Class Size Reduction
- School Based Coordination Program
- Economic Impact Aid
- Title I, Part A- Low Income and Neglected
- Title II- NCLB Title II PTA Teaching Quality
- Title II, Part D Tech.
- Title III- Limited English
- NCLB ARRA Title I
- Title IV- Innovative Strategies and Class Size Reduction
- Student Improvement Program (SIP)
- Federal, Special Education Entitlement per UDC
- School & Library Improvement
- School Readiness First Five
- Program Improvement Corrective Action
- ARRA Special Education IDEA
- ARRA Special Education Preschool Grant
- ARRA Special Education Preschool Local IDEA

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,970	\$38,719
Mid-Range Teacher Salary	\$58,805	\$55,636
Highest Teacher Salary	\$73,390	\$70,796
Average Principal Salary (Elementary)	\$91,420	\$90,283
Average Principal Salary (Middle)	\$91,420	\$94,674
Average Principal Salary (High)		\$85,183
Superintendent Salary	\$120,345	\$104,271
Percent of Budget for Teacher Salaries	0.38%	0.35%
Percent of Budget for Administrative Salaries	0.06%	0.07%

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Planada Elementary School allotted 3 days as non-instructional days for the 2012-2013 school year. Additionally, the Planada Elementary School allocates every Wednesday as an early release day. These Wednesdays are used for various Professional Development trainings and teacher collaboration to plan and review student data. Also, the school provides release time for staff to participate in professional development events during the school day. All of the Professional Development trainings and events are centered on providing teachers with additional resources which will lead to improved student achievement and closing the achievement gap. As we transition into the implementation of Common Core State Standards and the Smarter Balanced Assessment Consortium, teachers will be provided with on-going professional development. At the conclusion of the 2012-13 school year, all teaching staff were provided with the opportunity to participate in a week long training on Rigorous Lesson Design. As we concluded the school year, one of the district's goals is to continue to provide staff with training on the Common Core.