

# Oro Grande Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, 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).

#### **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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Oro Grande Elementary School
<b>Street</b>	19175 Third Street
<b>City, State, Zip</b>	Oro Grande, CA 92368
<b>Phone Number</b>	(760) 245-9260
<b>Principal</b>	Eugene Titus
<b>E-mail Address</b>	eugene_titus@riversideprep.net
<b>Web Site</b>	www.orogrande.net
<b>Grades Served</b>	K-6
<b>CDS Code</b>	36-67827-6036453

<b>District Contact Information</b>	
<b>District Name</b>	Oro Grande School District
<b>Phone Number</b>	(760) 243-5884
<b>Superintendent</b>	Dr. Heather Griggs
<b>E-mail Address</b>	heather_griggs@orogrande.org
<b>Web Site</b>	www.orogrande.net

### School Description and Mission Statement (Most Recent Year)

In the 2014-2015 school year, Oro Grande Elementary School served 118 students in kindergarten through grade six. The school's staff believes that quality education for all students can be achieved through high standards for academic performance and behavior. Oro Grande Elementary School District is dedicated to ensuring the academic success of every student by providing a safe, nurturing, rigorous, and relevant educational experience. The Mission of Oro Grande School District is "Empowering Every Student to be a Successful Learner." Included in that is an overall vision summarized by the vision statement; "Good Enough is not Good Enough, Excellence is our Standard." Oro Grande School Elementary School is dedicated to providing an educational setting that is both relevant and challenging. Through a collaborative effort between our community and staff, we will continue to work to bring a twenty-first century education to students that prepare them for the rigors of college and career.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	15
Grade 1	14
Grade 2	8
Grade 3	16
Grade 4	21
Grade 5	13
Grade 6	13
<b>Total Enrollment</b>	100

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	3
American Indian or Alaska Native	6
Asian	1
Hispanic or Latino	70
White	15
Two or More Races	5
Socioeconomically Disadvantaged	97
English Learners	24
Students with Disabilities	2

## 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 Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	22	22	
Without Full Credential	2	2	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.3	0.7
High-Poverty Schools in District	99.3	0.7
Low-Poverty Schools in District	0.0	0.0

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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 01/2016

Oro Grande Elementary School District held a Public Hearing on November 2015 and determined that each school within the district has sufficient and good quality textbooks and instructional materials 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. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Oro Grande Elementary School District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoptions occur the year following the state's adoption.

Each classroom at Oro Grande Elementary School contains an average of 5 computers for student use. Computer resources within the classrooms are connected to the Internet. Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Students receive computer-assisted instruction in the computer lab as a part of the regular school day..

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (Grades K-6) Adopted in 2003	Yes	0%
Mathematics	McGraw Hill, My Math (Common Core) Adopted 2012	Yes	0%
Science	Houghton Mifflin (Grades K-6) Adopted in 2006	Yes	0%
History-Social Science	Houghton Mifflin (Grades K-6) Adopted in 2007	Yes	0%

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

Oro Grande Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1947 with two other wings added in 1952, 1957 and modernized in 1992. A Multi-Purpose Building was built in 1996. Facilities are situated on 10 acres and encompass 24,850 square feet. They include eight permanent classrooms, 35 portable classrooms, a multi-purpose room/gymnasium, piano lab, two playgrounds, staff rooms, and administrative offices, including EL and Speech. The facility strongly supports teaching and learning through its ample classroom and playground space.

Recent remodeling included a new asphalt playground and an additional restroom, plus six drinking fountains throughout the campus. Several new playground areas were completed during summer 2012, providing safer and larger play areas for students.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance staff are proactive and conduct inspections at school sites on a continual basis. 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 district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

#### Cleaning Process and Schedule

A custodial staff ensures that all classrooms and facilities are in good working order. Classrooms are serviced each evening. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

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

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12-1-14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			All systems in good condition. Several older units replace. Eight more units are scheduled for replacement.
<b>Interior:</b> Interior Surfaces	X			All interior surfaces are cleaned and painted as needed. The MPR needs attention

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12-1-14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Regular pest control is employed to eradicate possible infestations. Classrooms and campus are maintained daily.
<b>Electrical:</b> Electrical	X			Electrical issues related to older buildings are taken care of as they arise.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Restrooms in the original building needed repair and replacement of fixtures.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Safety is a major focus on this campus. Neww fire panel was installed.
<b>Structural:</b> Structural Damage, Roofs		X		Repairs have been completed. Six roofs were replaced. Buildings are sound.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playgrounds have been updated and expanded. Some modernization needed in older buildings.

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12-1-14				
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], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	15	35	44
<b>Mathematics</b>	17	20	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	18	17	94.4	47	35	12	6
	4	18	16	88.9	50	25	19	6
	5	14	13	92.9	54	38	8	0
	6	14	14	100.0	57	36	7	0
Male	3		7	38.9	--	--	--	--
	4		7	38.9	--	--	--	--
	5		8	57.1	--	--	--	--
	6		3	21.4	--	--	--	--
Female	3		10	55.6	--	--	--	--
	4		9	50.0	--	--	--	--
	5		5	35.7	--	--	--	--
	6		11	78.6	45	45	9	0
American Indian or Alaska Native	5		1	7.1	--	--	--	--
Asian	3		1	5.6	--	--	--	--
Hispanic or Latino	3		13	72.2	54	31	15	0
	4		11	61.1	55	27	9	9
	5		10	71.4	--	--	--	--
	6		11	78.6	64	36	0	0
White	3		3	16.7	--	--	--	--
	4		3	16.7	--	--	--	--
	5		2	14.3	--	--	--	--
	6		2	14.3	--	--	--	--
Two or More Races	4		2	11.1	--	--	--	--
	6		1	7.1	--	--	--	--
Socioeconomically Disadvantaged	3		15	83.3	47	33	13	7
	4		15	83.3	47	27	20	7
	5		13	92.9	54	38	8	0
	6		13	92.9	54	38	8	0
English Learners	3		6	33.3	--	--	--	--
	4		5	27.8	--	--	--	--
	5		3	21.4	--	--	--	--
Students with Disabilities	3		2	11.1	--	--	--	--
	4		1	5.6	--	--	--	--
	5		1	7.1	--	--	--	--
	6		2	14.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	18	16	88.9	50	25	25	0
	4	18	17	94.4	35	35	24	6
	5	14	13	92.9	77	15	8	0
	6	14	14	100.0	79	21	0	0
Male	3		7	38.9	--	--	--	--
	4		7	38.9	--	--	--	--
	5		8	57.1	--	--	--	--
	6		3	21.4	--	--	--	--
Female	3		9	50.0	--	--	--	--
	4		10	55.6	--	--	--	--
	5		5	35.7	--	--	--	--
	6		11	78.6	73	27	0	0
American Indian or Alaska Native	5		1	7.1	--	--	--	--
Asian	3		1	5.6	--	--	--	--
Hispanic or Latino	3		13	72.2	54	23	23	0
	4		11	61.1	36	27	27	9
	5		10	71.4	--	--	--	--
	6		11	78.6	73	27	0	0
White	3		2	11.1	--	--	--	--
	4		4	22.2	--	--	--	--
	5		2	14.3	--	--	--	--
	6		2	14.3	--	--	--	--
Two or More Races	4		2	11.1	--	--	--	--
	6		1	7.1	--	--	--	--
Socioeconomically Disadvantaged	3		14	77.8	57	29	14	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		15	83.3	40	27	27	7
	5		13	92.9	77	15	8	0
	6		13	92.9	77	23	0	0
English Learners	3		6	33.3	--	--	--	--
	4		5	27.8	--	--	--	--
	5		3	21.4	--	--	--	--
Students with Disabilities	3		2	11.1	--	--	--	--
	4		1	5.6	--	--	--	--
	5		1	7.1	--	--	--	--
	6		2	14.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54	28	53	65	59	52	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	53
Male	--
Female	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	53
Foster Youth	--

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.

## 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 schoolsite.

#### Opportunities for Parental Involvement (Most Recent Year)

Oro Grande Elementary greatly benefits from its supportive parents who volunteer in a variety of capacities. A parent organization was organized in May of 2011. The PAC (Parent Advisory Council) is purposed to provide a voice for parents, fund-raising for school activities, and an organization to plan and carry out programs, and train volunteers. All parents and community members members are encouraged to participate in our Local Control Accountability Plan to ensure that program and resources are being used to best educated the students of Oro Grande Elementary School . Parents are also welcome to join the District English Language Advisory Committee and Superintendent's LCAP Committee to discuss academic needs for their students. The school sponsors reading programs that encourage students to read both for fun and for learning. Throughout the year programs are implemented to encourage volunteerism. Jumprope for Heart, Cancer Week, canned food drives, and other activities encourage students to participate in their community.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.85	3.61	0.72	0.21	0.28	0.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

## School Safety Plan (Most Recent Year)

Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, proctors, teachers, and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The Safe School Ambassadors program has been instituted. This program has been shown to be successful in helping students and parents identify and stop behavior that can result in bullying and other safety issues. The school evaluates the safety plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

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

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	2	6		2	7		2	7				
1	2	6		3	5		2	6				
2	5	6		3	7		3	3				
3	3	6		5	6		3	6				
4	3	6		3	6		4	6				
5	2	5		3	6		3	5				
6	3	6										

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$49,555	\$22,335	\$23,86.25	\$72,743
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A	-69.1	16.52
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	-55.4	22.9

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

**Types of Services Funded (Fiscal Year 2014-15)**

An extended day allows students extra time to complete their work at school with extra support. This, in turn allows them to be successful in mastering standards. Use of "Project Based Learning" allows all students to articulate into the Standards Based regular classroom curriculum. Students are provided with Art and Music classes on a regular basis. Students are served through federally funded Title One, Title Three, and Free and Reduced Lunch Programs.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$39,948
Mid-Range Teacher Salary		\$57,401
Highest Teacher Salary		\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary		\$112,657
Percent of Budget for Teacher Salaries	10%	35%
Percent of Budget for Administrative Salaries	10%	7%

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)**

---

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers extensive staff development prior to the opening of a new school year. Techniques to incorporate Project-Based Learning and Common Core State Standards are included in all professional development. In addition, staff members are offered professional growth opportunities in curriculum, instructional strategies, and methodologies regularly throughout the year. Every Friday is a minimum student day that results in afternoon professional development for all teachers. Classified and certificated staff refresh their knowledge of blood-borne pathogens and other safety issues through a monitored online training program. For additional support in their profession, new teachers enlist the services of the District's new teacher induction program (Center for Teacher Induction) . Additionally, state-mandated training for health and safety issues are included in regular training throughout the year.