

Valentine Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Valentine Elementary School
Street	1650 Huntington Drive
City, State, Zip	San Marino, CA 91108-2503
Phone Number	626.299.7090
Principal	Colleen Shields
Email Address	cshields@smusd.us
Website	http://www.valentineschool.org
County-District-School (CDS) Code	19649640000000

Entity	Contact Information
District Name	San Marino Unified School District
Phone Number	626.299.7000
Superintendent	Dr. Jeff Wilson
Email Address	superintendent@smusd.us
Website	www.smusd.us

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

The mission of William L. Valentine Elementary School, in partnership with parents and community, is to provide students with an academically focused program in a positive and caring learning environment. Using broad-based curriculum and support programs, we strive to empower our students for future success by providing student self-worth, social responsibility, and respect for individual differences.

With a population of 590 students, Valentine Elementary School maintains a challenging educational program that is closely matched with the developmental stages and educational needs of the children. Instruction is grounded in rigorous content and performance standards and curriculum that go far beyond the basics. Students become competent in using the tools of critical thinking and communication as they learn to become literate seekers of knowledge, effective users of ideas, information, communication, and problem-solving. These skills are applied in core content areas including reading/English-language arts, mathematics, social studies, science, visual and performing arts, and health/physical education. Well-trained professionals effectively use high-quality instructional tools, including readily available technology. Good citizenship and personal accountability for behavior are an integrated part of every activity.

Valentine Elementary School was recognized as a recipient of the 2015 National Blue Ribbon School Award. Our school community is very proud of the hard work of our students, staff, and parents that contributed to this award for Outstanding Academic Achievement. All students have equal access to the core and co-curriculum. Those with special needs (including English learners, learning disabled) receive specialized support, both in the mainstream and special programs, that is designed to access the core curriculum in ways that best suit individual learning styles and needs. Interesting and creative teaching and learning occur in a safe environment where positive attitudes and behavior are expected and achieved.

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	87
Grade 2	88
Grade 3	99
Grade 4	86
Grade 5	106
Total Enrollment	553

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	56.2
Filipino	1.4
Hispanic or Latino	2.5
Native Hawaiian or Pacific Islander	0.2
White	24.8
Two or More Races	13.7
Socioeconomically Disadvantaged	4.3
English Learners	14.5
Students with Disabilities	5.4
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	29	35	187
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Year and month in which data were collected: September 2019

Students enjoy quality texts, supplementary materials, and other instructional resources that complement the standards-based instruction. Every student has access to textbooks, including English Language Learners and students with other special needs. The San Marino Unified School District adopted new Common Core math materials in 2014-15. New ELA/ELD textbooks were adopted in 2015-16. Textbooks used in Reading/Language Arts (2015, 2017), Mathematics (2014), Social Studies (2006), and Science (2018-19 - Amplify Science pilot) are standards-based. The History-Social Science and Science curriculums are being reviewed and recommended for adoption in 2018-19. On September 10, 2019, the Governing Board certified there are sufficient standards-based texts, purchased within the most recent framework cycles, to be in compliance with Education Code Section 60119, 60442, and the Williams Settlement (SB 550 and AB 831). For a complete accounting of texts see t.ly/np0Yj

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	t.ly/np0Yj	Yes	0
Mathematics	t.ly/np0Yj	Yes	0
Science	t.ly/np0Yj	Yes	0
History-Social Science	t.ly/np0Yj	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Valentine Elementary School facilities are clean, safe, and functional. No Williams Complaints have been filed. A School Facility Conditions Evaluation is done each year by the Director of Maintenance and Operations. A copy of the latest Facility Inspection Tool (FIT) can be found at <https://goo.gl/SMtg2j>. An evaluation of all schools facilities conditions is completed annually in the fall. Facilities Inspection Tool is an annually required inspection and is intended to report on the existing conditions of various aspect of our school facilities. This is not a tool intended to evaluate equipment. This doesn't reflect repair costs, equipment efficiency, or the frequency of repair since the previous year's FIT. This is a snapshot in time evaluating a predetermined list of the facility equipment and conditions. This inspection is not designed to use as a capital improvement tool.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 25, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Four (4) deficiencies due to roofing which also led to four (4) deficiencies to interior surfaces due to ceiling tile damage.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	One (1) issue of structural damage where siding on a portable is coming off the building.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	94	95	87	89	50	50
Mathematics (grades 3-8 and 11)	93	91	87	87	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	294	99.32	0.68	94.56
Male	155	154	99.35	0.65	93.51
Female	141	140	99.29	0.71	95.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	158	157	99.37	0.63	95.54
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	83.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	71	71	100.00	0.00	92.96
Two or More Races	46	46	100.00	0.00	95.65
Socioeconomically Disadvantaged	13	13	100.00	0.00	100.00
English Learners	86	84	97.67	2.33	90.48
Students with Disabilities	24	24	100.00	0.00	66.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	296	296	100.00	0.00	90.88
Male	155	155	100.00	0.00	92.26
Female	141	141	100.00	0.00	89.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	158	158	100.00	0.00	95.57
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	75.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	71	71	100.00	0.00	84.51
Two or More Races	46	46	100.00	0.00	91.30
Socioeconomically Disadvantaged	13	13	100.00	0.00	100.00
English Learners	86	86	100.00	0.00	93.02
Students with Disabilities	24	24	100.00	0.00	58.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	6.5	17.8	71.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Valentine's campus is a buzz with dedicated volunteers who facilitate student, family and staff activities, and events. This level of commitment does not happen by accident, but through a strategy of personalized recruitment and on-going appreciation. With over forty thousand reported volunteer hours, the PTA is an essential component of school life. Parents are active in fund-raising, Book Fair, Parent Party, Jog-a-thon, Lunar New Year celebrations and the Valentine Fall Festival. PTA funds support additional library, art, music, STEM teacher, our annual Engineering Fair, and the Art Festival. Valentine's PTA contributes to the cultural arts program and curriculum experiences by funding assemblies, music and art consultants and field trips. Our parents volunteer actively in and out of classrooms. Parents serve on our Site Council. Parent representatives serve on district level committees including our SMUSD LCAP, Academic Advisory Council, and District & Community Safety committee. Please contact our school office (626) 299-7090 for information on organized opportunities for parent involvement.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.4	0.3	0.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

On the whole, our students are academically focused and thus, there are very few discipline problems. Open and honest relationships among teachers, children, parents, and administration are a solid foundation for a safe school environment.

A Comprehensive School Safety Plan is monitored and updated as appropriate by a representative team of school, parents, and community members including a law enforcement representative. The plan is updated each year by our School Site Council with input from our Staff Safety Committee. We have integrated technology into our safety plan and continue to upgrade our facilities. Components required by Education Code 52012 and 52842 address the following goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school-related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Our school counselor coordinates the implementation of the Second Step Program in all classrooms TK-5th grade. Our school counselor teaches Second Step lessons in every classroom every week. Parents receive an email after every lesson with information on the strategies their children are learning. Students are participating in MindYeti this year to develop skills to maintain focus, learn calming strategies & regulate emotions. Staff, students, and parents use common language to describe social and emotional skills, challenges & areas of growth.

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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19.75	4	0	0	23.6	0	3	0	23	0	3	0
1	23	1	3	0	21	0	4	0	21.75	0	4	0
2	20.5	2	2	0	24.5	0	4	0	22	0	4	0
3	24.5	0	4	0	22.25	0	4	0	24.25	0	4	0
4	24	0	4	0	26.25	0	4	0	27.6	0	3	0
5	28	0	3	0	27.25	0	4	0	26.25	0	4	0
6	0	0	0	0	0	0	0	0	0	0	0	0
Other**	0	0	0	0	0	0	0	0	0	0	0	0

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	583

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,130	\$2,562	\$7,568	\$84,340
District	N/A	N/A	\$7,729	\$83,198.00
Percent Difference - School Site and District	N/A	N/A	-2.1	5.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	6.0	16.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Valentine provides additional support for students in beginning reading instruction for primary age students. A .5 reading specialist works with groups of students 5 days a week to provide intensive small group instruction in phonics. Research-based reading instructional materials are used in these sessions. Each student's progress in the program is measured frequently and staff meet to discuss the progress monitoring data collected for each student. Valentine School does not qualify for Title I funds. Skill- targeted small group instruction is provided February thru April for students in grades 3rd, 4th & 5th. Valentine provides additional instruction for ELL students through the support of a full time ELL teacher & instructional aide.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,062	\$46,208
Mid-Range Teacher Salary	\$74,556	\$72,218
Highest Teacher Salary	\$103,440	\$92,742
Average Principal Salary (Elementary)	\$129,990	\$134,864
Average Principal Salary (Middle)	\$135,052	\$118,220
Average Principal Salary (High)	\$141,227	\$127,356
Superintendent Salary	\$239,861	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	1

The San Marino Unified School District students outperform their grade level peers throughout the state on nearly all indicators reported on the California School Dashboard (<https://www.caschooldashboard.org/>). However, professional development primary/major areas of focus have been developed through a review of that data along with other locally collected data, site and district level needs assessments, and engagement with the community. Eight (8) teachers from each school site were sent to the two-day UDL Boot Camp for Teachers, Presented by Dr. James Mckenna at the West San Gabriel Valley (WSGV) Special Education Local Plan Area (SELPA). This two-day in-person workshop is designed to provide teachers with a clear understanding of why Universal Design for Learning is essential, how it incorporates research in learning and motivation, and what the actual framework entails. Participants will engage in a collaborative examination of lessons to identify UDL in action and generate opportunities for further implementation. Furthermore, these same teachers were sent to a two day follow up UDL Implementation Academy where they learned about the phases of UDL implementation, determine where the organization is in the implementation process, and create a plan for moving forward. Participants workshopped ideas received and provided feedback, and identified the next steps in the UDL journey. Teachers in this session explored the systems and infrastructure that support UDL implementation, practiced protocols that support the scaling of UDL, determined areas for growth in your own setting, set short-term and long-term goals, and designed an implementation plan. Additionally, one (1) to two (2) representatives from each school site were sent to SPORT2 Suicide Prevention Training with the Los Angeles County Office of Education (LACOE) and the Department of Mental Health (DMH) to learn more about aligning district practices and policies with AB2246, Multi-Tiered System of Support (MTSS), and Positive Behavioral Intervention and Supports (PBIS). Moreover, those same staff members were sent to a four (4) day Foundations of a Multi-Tiered System of Support (MTSS) training to learn how to develop a framework for providing tiered teaching and interventions around academic, behavior and social-emotional supports that address the needs of ALL students. The District team aligned the system of initiatives, supports, and resources, organize and plan our MTSS efforts and began to plan the continuous improvement processes at all levels of the system to meet the needs of the whole child.

Professional development is evidenced-based, founded on student needs and matched to the teachers' instructional strengths and challenges. The goal of the program is to improve student performance in the core content areas.

Throughout the 2019-2020 school year, the Valentine faculty will focus professional learning on implementing the Next Generation Science Standards, continuing our implementation of ALICE practices, and begin our journey to learn about and formalize our implementation of Universal Design for Learning practices. Professional Development Days are used to address the above goals and other instructional pursuits with input from the elementary leadership team, consisting of teachers and principals.

Teachers participate in workshops and conferences, faculty meetings, site-based professional development sessions, faculty book studies, grade-level team meetings, grade level team instructional planning days, curriculum projects and individualized programs as appropriate to meet the needs for continued improvement in instruction as measured by student achievement. Full and minimum day professional development sessions & biweekly staff meetings provide opportunities for our entire staff to learn together.