



Transforming to a TK-8 District

Michelle Lucci Garcia
Interim Superintendent
11.08.23

Benefits of TK-8

- Cross age tutors/buddy program
- Early access to sports
- Family atmosphere
- Siblings attend same school
- Feels safer, less discipline and behavior
- More diverse student and teacher populations
- No disruptive transition from 5th to 6th grade
- Students grow from new learners to mentor younger students
- Parent involvement remains steady in a TK-8 grade environment

The Research says...

- Researchers Philip Cook, Robert MacCoun, Clara Muschkin, and Jacob Vigdor note, **“Students who attend middle school in sixth grade are twice as likely to be disciplined relative to their counterparts in elementary school...** [and] exposing sixth graders to older peers has persistent negative consequences on their academic trajectories.”
- According to Lockwood and Rockoff, the takeaway is simply this: “The overall climate for student learning is worse in middle schools than in schools that serve students from elementary school through the eighth grade.”
- “...researchers found that by the end of eighth grade, students in the K–8 school showed higher self-esteem, less victimization by other students, greater levels of participation in extracurricular activities, and healthier adolescent development.” (The Notebook, August 2020).

The Research says...

- According to Jonah E. Rockoff and Benjamin B Lockwood, as published in the *Journal of Public Economics*, “already, middle school reforms are underway in states such as Massachusetts, Pennsylvania, Ohio, Tennessee, Oklahoma, Maryland, and New York, including the large urban districts of Cincinnati and Cleveland, Philadelphia, and Baltimore. Moreover, at least eight other states across the nation are looking to convert their middle schools into K–8 schools.(Hough, 2005; Pardini, 2002; Reising, 2002). Our analysis suggests that such attention is warranted. “
- Published in American Educational Research Journal – Social and Institutional Analysis, September 15, 2016, the study’s researchers believe they have isolated a “top dog” effect that stabilizes both the academic and social environment for adolescents in K–8 schools.

<https://philadelphia.chalkbeat.org/2014/10/10/22184266/from-the-archives-the-great-k-8-debate>

https://benlockwood.com/papers/Rockoff_Lockwood_2010_StuckInTheMiddle.pdf

<https://www.waldorfeducation.org/news-resources/essentials-in-education-blog/detail/~board/essentials-in-ed-board/post/k-8-comeback>.



Student Supports

Access to a Broad Course of Study

AUSD will continue to provide programs and services, supporting access to and enrollment in a broad course of study, are developed and provided to students in grades (TK)–(8) that account for the needs of individual students, including unduplicated students (i.e. English learners, low-income students, and foster youth) and students with disabilities.

Broad Course of Study

- ✓ ELA
- ✓ Math
- ✓ Social Sciences
- ✓ Science
- ✓ English Language Development
- ✓ Physical Education
- ✓ Visual and Performing Arts
- ✓ World languages
- ✓ Applied Arts
- ✓ Specialized education
- ✓ Band
- ✓ Leadership
- ✓ Journalism
- ✓ Mentor program (6–8 mentor TK–5, partner with HS to mentor 8th grade)
- ✓ Clubs:
- ✓ Board game
- ✓ Mindfulness art
- ✓ Homework help
- ✓ Drama club
- ✓ Art club
- ✓ Science Technology
Engineering Math (STEM)
- ✓ Robotics
- ✓ Chess
- ✓ Dungeons and Dragons
- ✓ Gardening
- ✓ Medical Careers
- ✓ Service

Sports

Current middle school

- Volleyball
- Basketball
- Wrestling
- Cross country
- Track

Current elementary school

- Cross country
- Dance Club
- Trekkers (during the day)

TK-8 possibilities

- All the above
- Club
- Partner with rec leagues such as ARD
- Partner with surrounding districts
- Placer High Jr teams
- FISAL
- District schools play each other





“Other districts that feed into Placer High School are TK-8 models. Their students are prepared academically and in regards to sports. The TK-8 grade model allows students to participate in sports at a younger age, such as 4th or 5th grade.”

Alan Shuttleworth, Retired Superintendent

Title I Programs

Title I



Principals work with their School Site Council using multiple measures of data, budget projections and with input from English Learner Advisory Committee to determine the program at their site.

On a year to year basis, programs may change to meet the needs of students.

Non-academic Supports



Continue to provide access to a **focused learning environment** that supports the **non-academic** needs of students.

This includes:

- school meal program
- meeting the social-emotional needs of students through access to mental health and counselors
- training all staff to implement Positive Behavior Intervention Strategies (PBIS)

English Learners

Continue to ensure **English learners** receive language acquisition support for continuous progress toward English proficiency within five years, as well as continued progress in core academic programs, by providing English learners at all English proficiency levels with full access to all core academic programs including, but not limited to:

- Integrated English Language Development (ELD) that provides English learners with support for academic language development in core content courses;
- Designated ELD that provides specialized instruction to address particular language learning needs of English learners.
- Provide ongoing monitoring and support of reclassified English learners for at least four years after reclassification to ensure correct classification, placement, and whether additional academic support is needed.
- Partner with HS/create career pathways to promote access to college and career-ready skills



Mock Up 6-8 Schedule in a TK-8 Model

Grades 6-8	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
ELA/ELD	ELA 6A	Prep	ELA 6B	ELA 7A	ELA 7B	ELA 8A	ELA 8B
Math	Math 7A	Math 7B	Prep	Math 8A	Math 8B	Math 6A	Math 6B
Soc Sci	Am History 8A	Am History 8B	Soc Sci 6B	Soc Sci 6A	Prep	Soc Sci 7A	Soc Sci 7B
Sci	Prep	Sci 6A	Sci 6B	Sci 7B	Sci 7A	Sci 8B	Sci 8A
PE	PE 7/8 B	PE	PE	Prep	PE	PE	PE 6
Art (I) S&C Funds	Prep	Art	Art	Art	Art	Adv Art	Prep
World Language S&C Funds	Spanish	Prep	Spanish	Spanish	Spanish	Span Lang Arts	ELD
Band (S&C)			Prep				
STEM (S&C)					Prep		
Itinerant Music/Theater Block Grant Funds						Prep	

Before and After School Programs



- Auburn Recreation District
- Boys and Girls Club
- Expanded Learning Opportunities Program (ELOP)
- Champions
- Clubs/Enrichment and Intervention classes (site specific)



Staff, Family, & Community Supports

Support Staff

Itinerant

- Community Liaison
- Vice Principal
- Teacher On Special Assignment (TOSA)
- Elective
- Instructional Coach
- Program Specialist
- Visual and Performing Arts (VAPA)
- Title I as determined by School Site Council
- Physical Education (Elementary)
- Licensed Professionals

Site

- Teaching Staff
- ParaEducators
- Custodial
- Maintenance
- Child Nutrition
- Campus Monitors

Family and Community Engagement

District Level

Local Control and Accountability Plan (LCAP)

Community Engagement

LCAP Parent Advisory Committee

Resource Fair

Community Liaison Program

District English Learner Advisory Committee

Gifted and Talented Education (GATE) Committee

Site Level

Family University

English Learners Advisory Committee

Community Liaison Program

Watch Dogs Program

Meet the Masters Art Volunteer Program

Sight Word Busters

Master Gardeners



Budget





“

The overall General Fund balance is projected to decline by more than \$2.5 million per year beginning in 2024-25. Based on current assumptions, the projection shows the AUSD General Fund unable to meet its financial obligations in 2026-27. It should be noted that this projection includes the anticipated savings projected by AUSD closing one of its elementary schools and its dependent charter school. The projection does not include any future increases in employee compensation other than Step & Column.

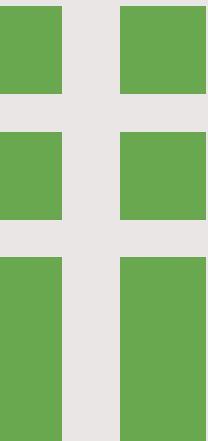
–Dennis Snelling, PCOE Fiscal Expert, Report to the AUSD Board of Trustees, June 23, 2023

Savings for TK-8 Program Districtwide


<u>Reduction</u>	<u>Estimated Savings</u>
3 Certificated FTE	\$ 269,589.00
2 Certificated FTE Move from Unrestricted General Fund to Restricted Funding due to Districtwide Changes	\$ 179,726.00
.5 FTE Classified	\$ 22,246.00
Estimated Total Annual Reduction	\$ 471,561.00



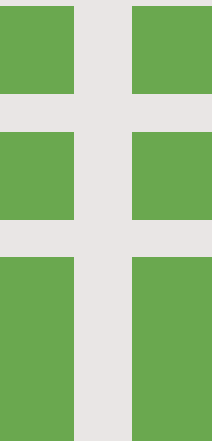
Multi Year Projections (MYP) with Approved Reductions and Updated Revenue



		Revised Budget Reductions 2023-24				Projection 2024-25				Projection 2025-26		
		Unrestricted	Restricted	Combined		Unrestricted	Restricted	Combined		Unrestricted	Restricted	Combined
Revenue												
General Purpose		18,308,679	375,646	18,684,325	1	18,395,600	382,993	18,778,593	1	18,912,513	382,993	19,295,506
Federal Revenue		0	2,540,754	2,540,754	2	0	1,038,087	1,038,087	2	0	1,038,087	1,038,087
State Revenue		265,176	2,942,456	3,207,632		251,861	1,141,813	1,393,674		231,037	1,135,247	1,366,284
Local Revenue		450,950	1,506,295	1,957,245		439,220	1,321,445	1,760,665		419,220	1,380,504	1,799,724
Total Revenue		19,024,805	7,365,151	26,389,956		19,086,681	3,884,338	22,971,019		19,562,770	3,936,831	23,499,601
Expenditures												
Certificated Salaries		5,583,665	1,964,022	7,547,687	3	5,652,865	1,988,422	7,641,287	3	5,722,965	2,013,122	7,736,087
Classified Salaries		2,058,517	1,609,428	3,667,945	3	2,084,017	1,793,588	3,877,605	3	2,109,817	1,815,788	3,925,605
Benefits		2,587,230	1,306,339	3,893,569	4	2,608,720	1,368,907	3,977,627	4	2,630,480	1,380,507	4,010,987
Books and Supplies		650,014	1,002,912	1,652,926		1,036,006	102,912	1,138,918		366,506	81,502	448,008
Other Services & Oper. Expenses		2,636,097	3,361,280	5,997,377	2	2,691,097	3,141,280	5,832,377	2	2,771,885	3,261,280	6,033,165
Capital Outlay		0	740,622	740,622		0	0	0		0	0	0
Other Outgo 7xxx		0	923,805	923,805		0	1,068,976	1,068,976		0	1,168,976	1,168,976
Transfer of Indirect 73xx		(591,520)	559,520	(32,000)		(591,520)	559,520	(32,000)		(591,520)	559,520	(32,000)
Reductions Approved 10/11/23					7	(123,789)			7	(123,789)		
Total Expenditures		12,924,003	11,467,928	24,391,931		13,357,396	10,023,605	23,504,790		12,886,344	10,280,695	23,290,828
Deficit/Surplus		6,100,802	(4,102,777)	1,998,025		5,729,285	(6,139,267)	(409,982)		6,676,426	(6,343,864)	332,562
Other Sources/(uses)		0	0	0		0	0	0		0	0	0
Transfers in/(out)		(243,919)	0	(243,919)	5	(235,048)	0	(235,048)	5	(232,908)	0	(232,908)
Contributions to Restricted		(5,034,038)	5,034,038	0	6	(5,301,397)	5,301,397	0	6	(5,437,312)	5,437,312	0
Net increase (decrease) in Fund Balance		822,845	931,261	1,754,106		192,840	(837,870)	(645,030)		1,006,206	(906,552)	99,654
Beginning Balance		4,472,391	5,327,349	9,799,740		5,295,236	6,258,610	11,553,846		5,488,076	5,420,740	10,908,816
Ending Balance		5,295,236	6,258,610	11,553,846		5,488,076	5,420,740	10,908,816		6,494,282	4,514,188	11,008,470
Revolving/Stores/Prepays		10,000		10,000		10,000		10,000		10,000		10,000
Reserve for Econ Uncertainty (3%)		731,755		731,755		705,141		705,141		698,722		698,722
Board Committed Additional Reserves (4%)		975,677		975,677		940,192		940,192		931,633		931,633
Reserve for Curriculum Adoption		250,000		250,000		250,000		250,000				0
Reserve for Technology Replacement		136,000		136,000		136,000		136,000		136,000		136,000
Restricted Programs			6,258,610	6,258,610			5,420,740	5,420,740			4,514,188	4,514,188
Restricted Supplemental/Concentration												1,348,356
Carryover or Additional Funding		912,031		912,031		994,055		994,055		1,348,356		
Other Assignments				0				0				0
Unappropriated Fund Balance		2,279,773	0	2,279,773		2,452,688	0	2,452,688		3,369,571	0	3,369,571



Estimated MYP with Proposed Reconfiguration



		Revised Budget Reductions 2023-24				Projection 2024-25				Projection 2025-26		
		Unrestricted	Restricted	Combined		Unrestricted	Restricted	Combined		Unrestricted	Restricted	Combined
Revenue												
General Purpose		18,308,679	375,646	18,684,325	1	18,395,600	382,993	18,778,593	1	18,912,513	382,993	19,295,506
Federal Revenue		0	2,540,754	2,540,754	2	0	1,038,087	1,038,087	2	0	1,038,087	1,038,087
State Revenue		265,176	2,942,456	3,207,632		251,861	1,141,813	1,393,674		231,037	1,135,247	1,366,284
Local Revenue		450,950	1,506,295	1,957,245		439,220	1,321,445	1,760,665		419,220	1,380,504	1,799,724
Total Revenue		19,024,805	7,365,151	26,389,956		19,086,681	3,884,338	22,971,019		19,562,770	3,936,831	23,499,601
Expenditures												
Certificated Salaries		5,583,665	1,964,022	7,547,687	3	5,652,865	1,988,422	7,641,287	3	5,722,965	2,013,122	7,736,087
Classified Salaries		2,058,517	1,609,428	3,667,945	3	2,084,017	1,793,588	3,877,605	3	2,109,817	1,815,788	3,925,605
Benefits		2,587,230	1,306,339	3,893,569	4	2,608,720	1,368,907	3,977,627	4	2,630,480	1,380,507	4,010,987
Books and Supplies		650,014	1,002,912	1,652,926		1,036,006	102,912	1,138,918		366,506	81,502	448,008
Other Services & Oper. Expenses		2,636,097	3,361,280	5,997,377	2	2,691,097	3,141,280	5,832,377	2	2,771,885	3,261,280	6,033,165
Capital Outlay		0	740,622	740,622		0	0	0		0	0	0
Other Outgo 7xxx		0	923,805	923,805		0	1,068,976	1,068,976		0	1,168,976	1,168,976
Transfer of Indirect 73xx		(591,520)	559,520	(32,000)		(591,520)	559,520	(32,000)		(591,520)	559,520	(32,000)
Reductions Approved 10/11/23					7	(595,350)	179,726	(415,624)	7	(595,350)	179,726	(415,624)
Total Expenditures		12,924,003	11,467,928	24,391,931		12,885,835	10,023,605	23,089,166		12,414,783	10,460,421	22,875,204
Deficit/Surplus		6,100,802	(4,102,777)	1,998,025		6,200,846	(6,139,267)	61,579		7,147,987	(6,523,590)	624,397
Other Sources/(uses)		0	0	0		0	0	0		0	0	0
Transfers in/(out)		(243,919)	0	(243,919)	5	(230,892)	0	(230,892)	5	(228,752)	0	(228,752)
Contributions to Restricted		(5,034,038)	5,034,038	0	6	(5,301,397)	5,301,397	0	6	(5,437,312)	5,437,312	0
Net increase (decrease) in Fund Balance		822,845	931,261	1,754,106		668,557	(837,870)	(169,313)		1,481,923	(1,086,278)	395,645
Beginning Balance		4,472,391	5,327,349	9,799,740		5,295,236	6,258,610	11,553,846		5,963,793	5,420,740	11,384,533
Ending Balance		5,295,236	6,258,610	11,553,846		5,963,793	5,420,740	11,384,533		7,445,716	4,334,462	11,780,178
Revolving/Stores/Prepays		10,000		10,000		10,000		10,000		10,000		10,000
Reserve for Econ Uncertainty (3%)		731,755		731,755		692,672		692,672		686,253		686,253
Board Committed Additional Reserves (4%)		975,677		975,677		923,567		923,567		915,008		915,008
Reserve for Curriculum Adoption		250,000		250,000		250,000		250,000				0
Reserve for Technology Replacement		136,000		136,000		136,000		136,000		136,000		136,000
Restricted Programs			6,258,610	6,258,610			5,420,740	5,420,740			4,334,462	4,334,462
Restricted Supplemental/Concentration												1,348,356
Carryover or Additional Funding		912,031		912,031		994,055		994,055		1,348,356		
Other Assignments				0				0				0
Unappropriated Fund Balance		2,279,773	0	2,279,773		2,957,499	0	2,957,499		4,350,099	0	4,350,099

With proposed reductions, structural deficit is anticipated to be eliminated and offers net increase in 24/25 that allows for avoidance of further measures during this fiscal year.

Unduplicated Student Count Increases

With increased awareness of the importance of student data accuracy under the categories that qualify for “Unduplicated” status, the District has **increased its Unduplicated student count by 171 students as of Enrollment day of 10/5/2023**. This puts the single year percentage of 67.06%, and increasing our 3 year rolling average for funding from this fiscal year through 2025–26. In 25–26, our 3 year rolling funding average for Supplemental/Concentration will be at 67.05%. Any percentage over 55% gets the additional funding under “Concentration Grants” and this is where we see significant funding increases if our Unduplicated ratios stay close to this range.

Auburn Union Elementary (66787) - Enrollment Date Recalculation				10/6/2023		
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
SUMMARY OF FUNDING						
General Assumptions						
COLA & Augmentation	0.00%	5.07%	13.26%	8.22%	3.94%	3.29%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement						
Base Grant	\$12,896,113	\$13,579,465	\$14,757,074	\$14,802,553	\$14,343,815	\$14,338,887
Grade Span Adjustment	526,120	554,541	609,081	630,046	643,222	658,820
Supplemental Grant	1,555,636	1,604,775	1,732,073	1,816,726	1,896,460	2,011,192
Concentration Grant	197,978	162,611	135,837	387,204	805,629	1,174,695
Add-ons: Targeted Instructional Improvement Block Grant	24,239	24,239	24,239	24,239	24,239	24,239
Add-ons: Home-to-School Transportation	450,059	450,059	450,059	487,054	506,244	522,899
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-ons: Transitional Kindergarten	-	-	97,386	160,857	175,991	181,781
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$15,650,145	\$16,375,690	\$17,805,749	\$18,308,679	\$18,395,600	\$18,912,513

S/C Funding Changes Since Original Budget

Revenue											
General Purpose	18,308,679	375,646	18,684,325	1	18,395,600	382,993	18,778,593	1	18,912,513	382,993	19,295,506
Federal Revenue	0	2,540,754	2,540,754	2	0	1,038,087	1,038,087	2	0	1,038,087	1,038,087
State Revenue	265,176	2,942,456	3,207,632		251,861	1,141,813	1,393,674		231,037	1,135,247	1,366,284
Local Revenue	450,950	1,506,295	1,957,245		439,220	1,321,445	1,760,665		419,220	1,380,504	1,799,724
Total Revenue	19,024,805	7,365,151	26,389,956		19,086,681	3,884,338	22,971,019		19,562,770	3,936,831	23,499,601

	Original Budget Supplemental /Concentration Revenue	Revised S/C Revenue after Enrollment Date Counts	Increase
2023–2024	\$1,637,078	\$2,203,930	\$566,852
2024–2025	\$1,708,034	\$2,702,089	\$994,055
2025–2026	\$1,837,531	\$3,185,887	\$1,348,356

Reasons for Different Grant Funding from State (LCFF Funding)



BASE GRANTS


Every student generates a base grant, which funds basic educational costs, such as teacher salaries, retirement costs, instructional materials, etc.



SUPPLEMENTAL GRANTS

Every student who is **low-income**, **learning English**, or in **foster care** generates 20% more funding above the base grant.

These funds must be spent on increasing and improving services for these high-need student groups in order to improve their achievement.



CONCENTRATION GRANTS

In districts where at least 55% of students are high-need, those high-need students above the 55% enrollment threshold generate an extra 50% of the base grant.

These funds must also be spent to increase or improve services for high-need students in order to improve their achievement.



General Fund
Unrestricted

General Operations,
Employee
Salary/Benefits, Supplies,
Books, Site Funds



Supplemental/
Concentration

Per LCAP Goals, tied
to services for
Unduplicated
Students



Special
Education/
IDEA
Funding

Services specific to
special education
identified students



Title
Funding

Federally restricted
monies for specific
title allowable
expenses (ELL,
Unhoused/Training,
etc)



LRBG/Art
Music
Grant/
EEBG

One time funds
with restrictions to
expenses or tied to
approved plans



ELOP

Providing extended
school day and
services related.



ESSER/
COVID
Funding

Restricted to COVID
related expenses or
ESSER III Plan,
expires 2024

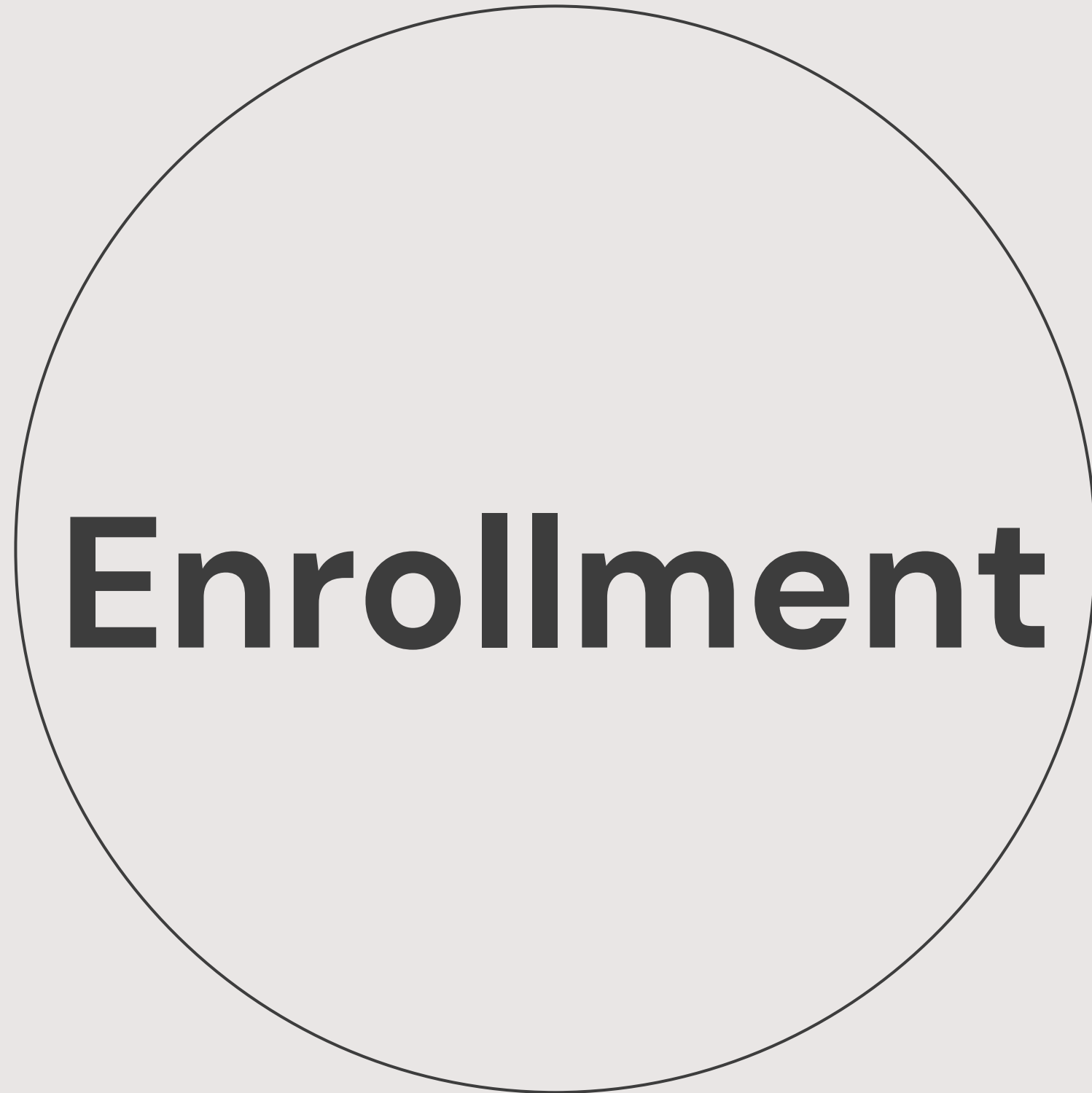


Revisit Other Proposed Reductions to Unrestricted General Fund

Step/Column Freeze – All employees	\$84,198.00
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Three (3) Furlough Day for all staff	\$159,861.00
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Reduce Warehouse/Delivery Driver to 195 days	\$1,595.72
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Current Enrollment

Year	TK - 5	6 - 8	Total	Percent Change
2011/12	1,366	734	2,100	1.8%
2012/13	1,323	715	2,038	-3.0%
2013/14	1,264	686	1,950	-4.3%
2014/15	1,257	679	1,936	-0.7%
2015/16	1,263	664	1,927	-0.5%
2016/17	1,210	687	1,897	-1.6%
2017/18	1,176	688	1,864	-1.7%
2018/19	1,040	693	1,733	-7.0%
2019/20	1,064	670	1,734	0.1%
2020/21	969	599	1,568	-9.6%
2021/22	949	569	1,518	-3.2%
2022/23	911	524	1,435	-5.5%
2023/24	974	474	1,448	0.9%
2024/25	952	454	1,406	-2.9%

Since 2018/19 EV Cain Middle has declined in enrollment steadily, although overall in the last 10 years, it has declined by 31%. The last years' decline was far above projected with typical trends. We can anticipate this further declining next year as well.

Process of Attendance Boundary Adjustment

Dec
2023

Determining Options

Demography information is updated, and our Geographical Information System (GIS) Consultant will provide some options for attendance boundary changes.

Jan
2024

Board Decision

Options will be presented to the Board of Trustees, and an action item will be voted on.

Jan
2024

District Information Updates

Attendance boundary maps will be re-distributed via the website and to school offices and District Office.

Jan-
Feb
2024

Family Notification

Once changes are approved, messaging to families can begin for school of attendance for the 2024-25 school year.

Current vs Estimated Future Enrollment by Site

Projected District Enrollment 24–25	1,406	
<u>Site</u>	<u>Current Enrollment 23–24</u>	<u>Enrollment with Boundary Adjustment for TK–8 all Sites 24–25 (Estimated)</u>
Auburn Elementary	546	432
EV Cain	474	553
Skyridge	428	421



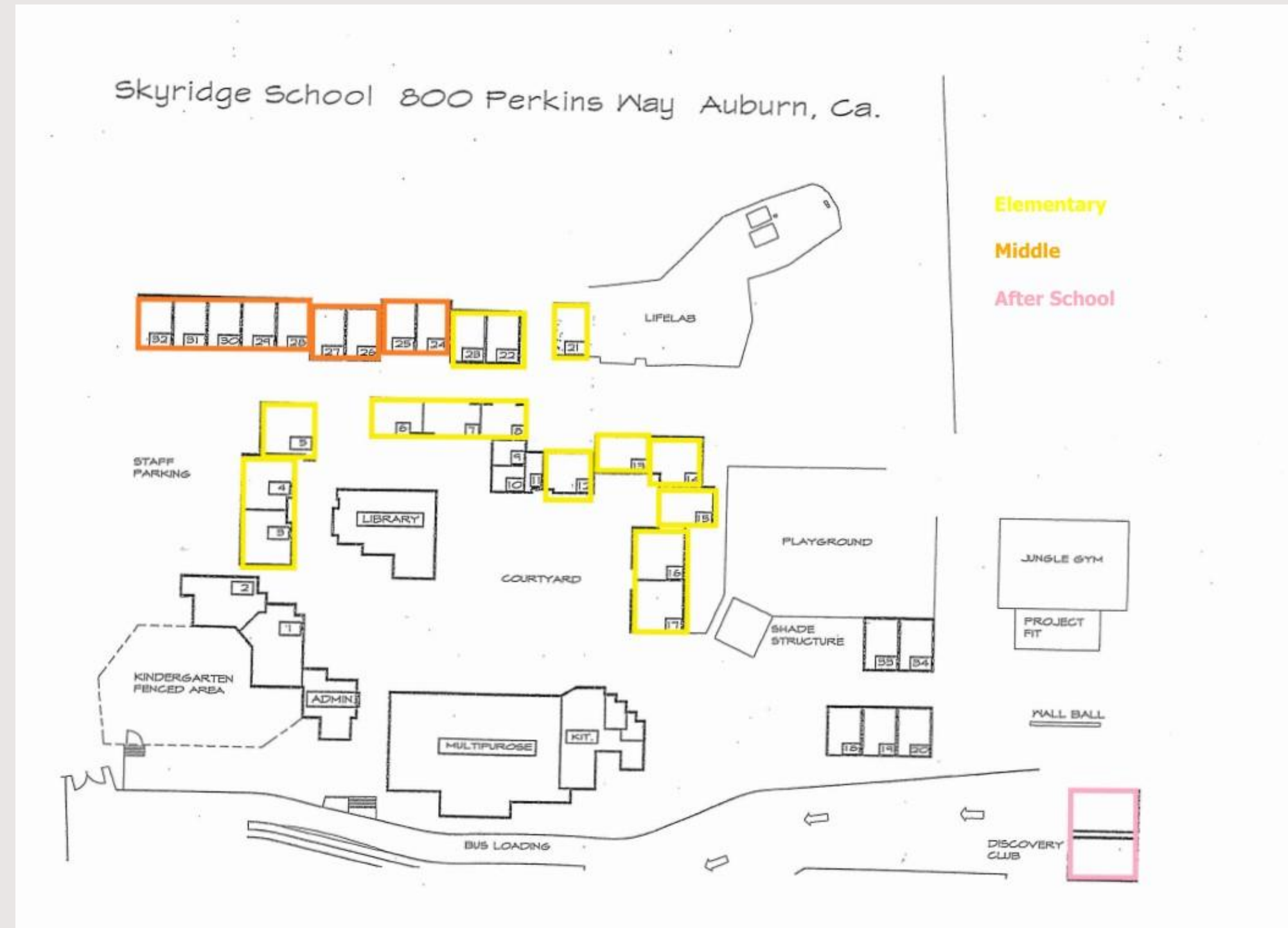
[illegible]

EV Cain main campus

[illegible]

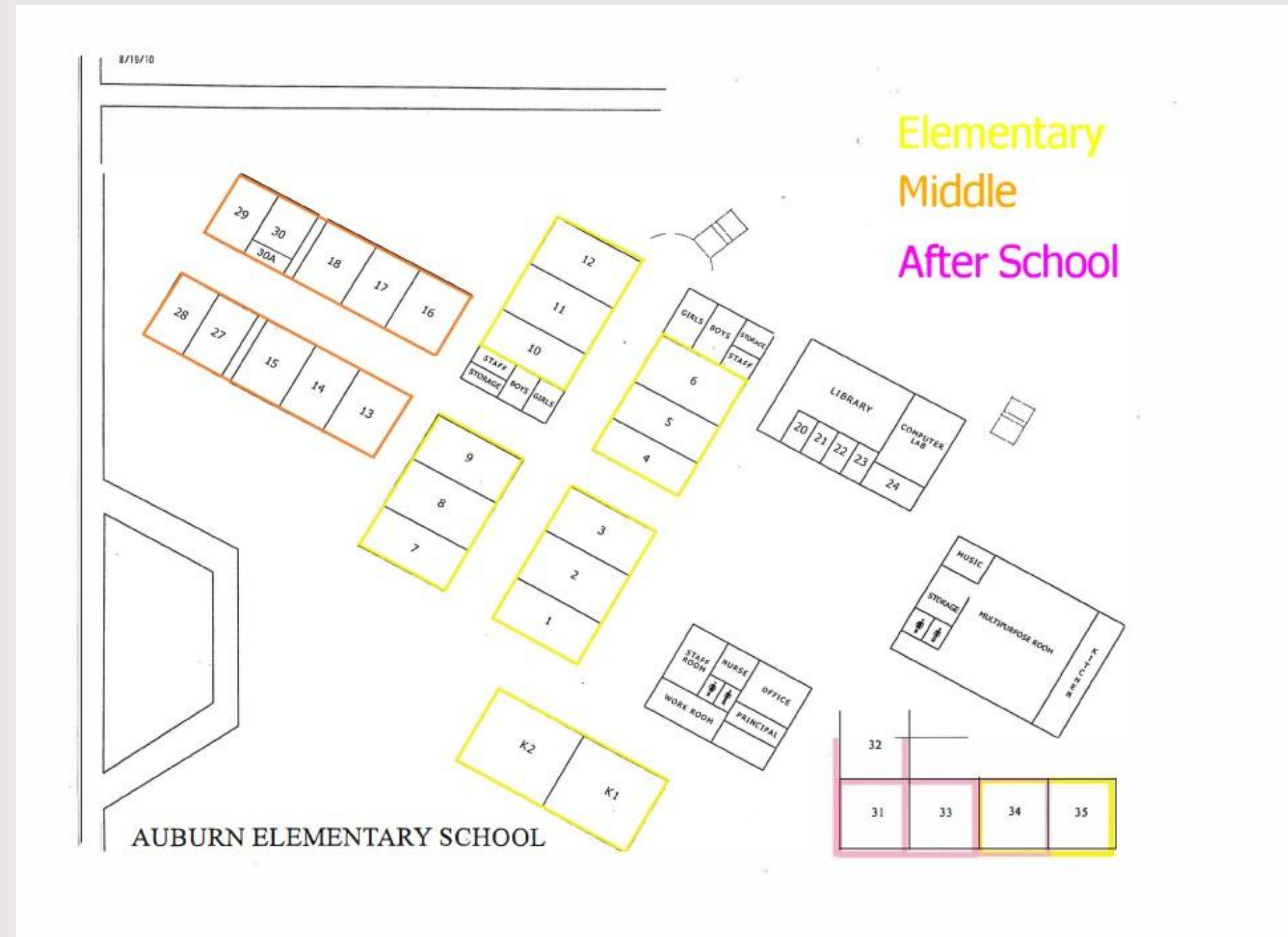
EV Cain upper campus

Campus Maps



Skyridge

Campus Maps

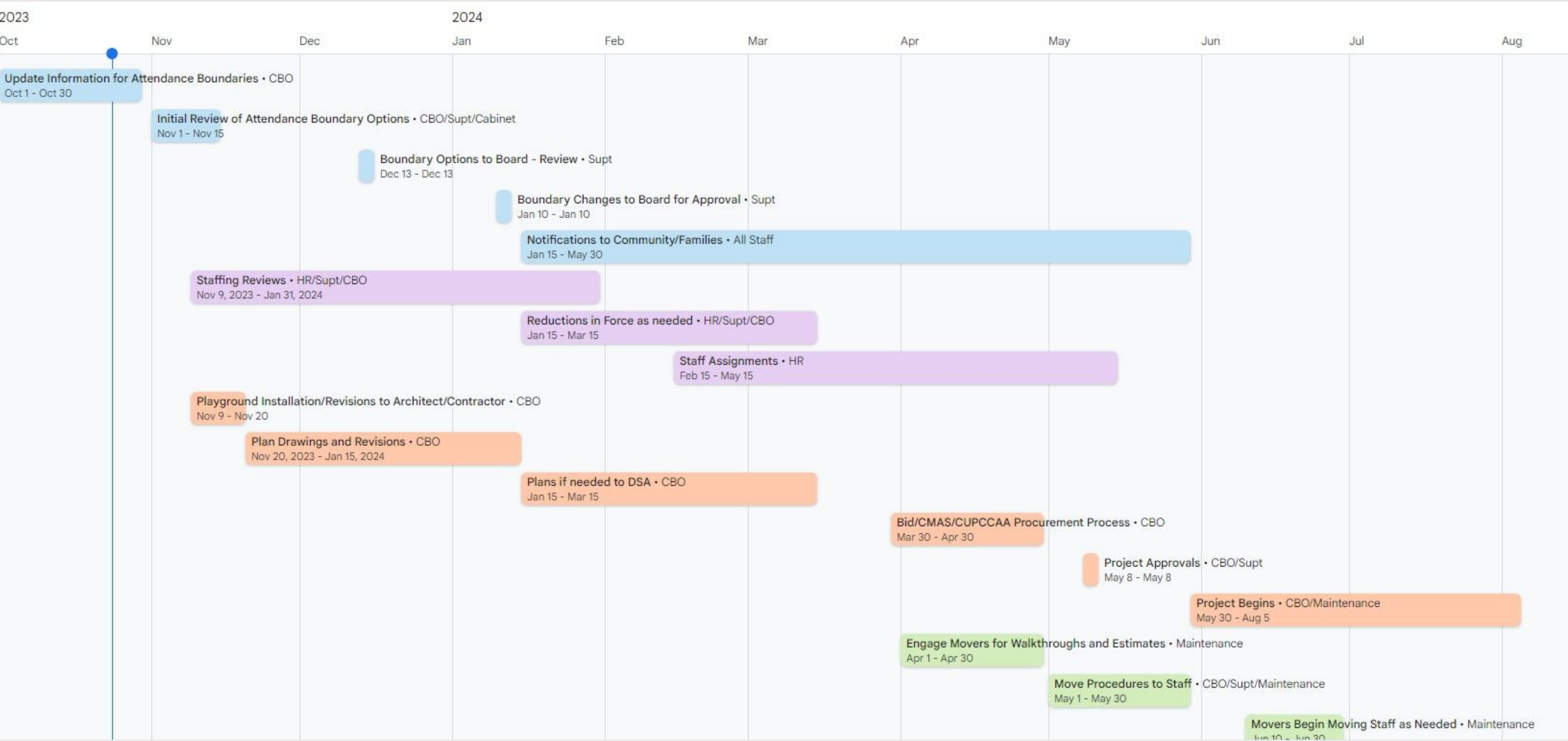


Auburn Elementary

Departmental Considerations

- Maintenance and Operations—dumpsters, boxes, movers to be scheduled
- Child Nutrition—adjusting food service at EV Cain
- Educational Services supports teaching and learning consistent with Roadmap
- Student Services to support behavior, attendance, Positive Behavior Interventions and Supports, Individualized Educational Programs
- Information Technology Services supports 1:1 devices

Timeline



Survey Results

Transforming to a district-wide TK–8 model would reduce general fund spending by roughly \$400,000 per year. This proposal was suggested to the Board in 2022 by the Budget Committee. In early 2023 the Board rejected that proposal in favor of keeping a comprehensive middle school in the district for the 2023/2024 school year with the understanding that the Board may have to review that proposal again.



English (US)

AUSD Schools Form

From the AUSD Board of Trustees

Please select one of the provided options to complete the sentence in a way that best aligns with your perspective: *

- ☐ I want Auburn Union School District to expand to serve Transitional Kindergarten (TK) through 8th grade at every school, including EV Cain.
- ☐ I want Auburn Union School District to maintain its current structure with two elementary schools for TK through 5th grade and a dedicated Middle School for 6th to 8th graders.
- ☐ I want to consolidate all schools under the EV Cain campus to offer one TK through 8th grade school.

Submit

Powered by Jotform

226 I want AUSD to expand to serve TK–8 at every school, including EV Cain.

312 I want AUSD to maintain its current structure (two elementary for TK–5 and one middle school for 6–8).

5 I want to consolidate all schools under one campus at EV Cain.



Questions?