

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

San Jose Conservation Corps Charter School

Address: 2650 Senter Rd. , San Jose CA 95111 Phone: (408) 283-7171
Principal: Donna Howe Grade Span: 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Since 1987, the San Jose Conservation Corps & Charter School provides academic and job skills training to at-risk young women and men. Former high school dropouts receive a quality education leading to a diploma or GED. Life skills lessons and marketable job training in waste management, landscaping, habitat restoration & conservation, and all fields of construction empower disadvantaged youth to become productive, responsible and caring community citizens.

Student Enrollment

Group	Enrollment
Number of students	164
African American	6.1 %
American Indian or Alaska Native	2.44 %
Asian	4.27 %
Filipino	1.22 %
Hispanic or Latino	82.32 %

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	2
Teachers Teaching Outside Subject Area of Competence	n/a
Misassignments of Teachers of English Learners	n/a
Total Teacher Misassignments	n/a

Pacific Islander	0.61 %
White (not Hispanic)	3.05 %
Multiple or No Response	
Socioeconomically Disadvantaged	100%
English Learners	21%
Students with Disabilities	.067%

School Facilities

Summary of Most Recent Site Inspection

Facility concerns may be reported, as observed, to senior management, thus daily inspections occur by teachers, staff and students. Recent inspections discovered minor bathroom plumbing problems which were quickly repaired.

Repairs Needed

There are no facility repairs required.

Corrective Actions Taken or Planned

As problems may occur, our trained construction students make the repairs. There are no actions to be taken at this time of report submission.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Science Laboratory Equipment	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,423
District	\$7,534
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	n/a
English-Language Arts	n/a
Science	n/a
History-Social Science	n/a

School Completion

Indicator	Result
Graduation Rate	58.5%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	1000
Statewide Rank (from 2007 API Base Report)	n/a
2007-08 Program Improvement Status (PI Year)	n/a

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	n/a
Graduates Who Completed All Courses Required for University of California or California State University Admission	n/a

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	San Jose Conservation Corps Charter	District Name	East Side Union High
Street	2650 Senter Rd.	Phone Number	(408) 347-5000
City, State, Zip	San Jose , CA 95111	Web Site	www.esuhd.org
Phone Number	(408) 283-7171	Superintendent	Bob Nunez
Principal	Donna Howe	E-mail Address	nunezb@esuhd.org
E-mail Address	donna@sjcccharterschool.org	CDS Code	43-69427-4330676

School Description and Mission Statement

This section provides information about the school's goals and programs.

The San Jose Conservation Corps & Charter School provides a quality high school education, life skills lessons and marketable job training to at-risk young women & men. Former dropouts move away from poverty, gang behavior, aimlessness and unemployment to become responsible, productive and caring citizens. Since 1987, the Corps has changed the lives of 16,000 disadvantaged youth. The job training program provides income to students while performing community service.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parental involvement in tutoring is welcomed. Because the students of the Corps are young adults and many are parents with young children, parents of the students do not generally participate in the school program.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	164
Ungraded Secondary	0
Total Enrollment	164

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	6.1 %	White (not Hispanic)	3.05 %
American Indian or Alaska Native	2.44 %	Multiple or No Response	
Asian	4.27 %	Socioeconomically Disadvantaged	100%
Filipino	1.22 %	English Learners	21%
Hispanic or Latino	82.32 %	Students with Disabilities	.067%
Pacific Islander	0.61 %		

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05	2005-06	2006-07
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	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	18.2	6	0		25.8	1	6	1	12.0	8	0	
Mathematics	19.8	5			20.3	3	3		11.2	6		
Science	19.5	3	1		7.3	3			10.5	8		
Social Science	19.6	5	4		17.6	7	7		10.9	15		

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The San Jose Conservation Corps & Charter School has a 63-page safety manual modeled after Cal/OSHA guidelines. The safety manual provides a code of safe practices; designation of safety managers; safety protection concerns and equipment; emergency action plan; and related safety issues.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	.07%	2.5%	2.5%	2.3	13.8	21.7
Expulsions	.05%	1.0%	1.0%	0.2	0.1	0.4

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school grounds and facilities are in good condition; continuous maintenance is provided by trained construction students. Plans are in action to build additional classrooms, daycare center and playground area in late 2008.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			no repair needed
Mechanical Systems	X			no repair needed
Windows/Doors/Gates (interior and exterior)	X			no repair needed
Interior Surfaces (walls, floors, and ceilings)	X			no repair needed
Hazardous Materials (interior and exterior)	X			safety plan enforced
Structural Damage	N/A			no repair needed
Fire Safety	X			safety plan enforced
Electrical (interior and exterior)	X			no repair needed
Pest/Vermin Infestation	N/A			no infestation
Drinking Fountains (inside and outside)	N/A			bottled water inside
Restrooms	X			no repair needed
Sewer	X			no repair needed
Playground/School Grounds	N/A			a playground is planned for late 2008
Roofs	X			no repair needed
Overall Cleanliness	X			facility in good condition

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Site inspection reports facility in good condition			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07

With Full Credential	7	8	8	1072
Without Full Credential	1	1	2	150
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	n/a	n/a	n/a
Total Teacher Misassignments	n/a	n/a	n/a
Vacant Teacher Positions	n/a	n/a	n/a

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	83.3	16.7
All Schools in District	93.9	6.1
High-Poverty Schools in District		
Low-Poverty Schools in District	94.4	5.6

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE	Average Number of Students per
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	Assigned to School	Academic Counselor
Academic Counselor	0.4	410
Library Media Teacher (Librarian)	n/a	N/A
Library Media Services Staff (paraprofessional)	n/a	N/A
Psychologist	n/a	N/A
Social Worker	n/a	N/A
Nurse	n/a	N/A
Speech/Language/Hearing Specialist	n/a	N/A
Resource Specialist (non-teaching)	n/a	N/A
Other	n/a	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good	Textbooks kept in class, not given out
Mathematics	Good	Textbooks kept in class, not given out
Science	Good	Textbooks kept in class, not given out
History-Social Science	Good	Textbooks kept in class, not given out
Foreign Language	Good	Textbooks kept in class, not given out
Health	Good	Textbooks kept in class, not given out
Science Laboratory Equipment (grades 9-12)	n/a	Textbooks kept in class, not given out

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the schools per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total	Expenditures Per	Expenditures Per	Average
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	Expenditures Per Pupil	Pupil (Supplemental)	Pupil (Basic)	Teacher Salary
School Site	\$8,423		\$8423	\$41357
District	\$7,534		\$7534	\$71447
Percent Difference at School Site and District	10.5%		10.5%	72.8%
State	\$4943		\$4943	\$62833
Percent Difference at School Site and State	41.3%		41.3%	51.9%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The San Jose Conservation Corps & Charter School provides an academic education leading to a high school diploma or GED. In addition, the Corps provides hands-on job skills training in construction, waste management, landscaping, habitat & conservation restoration, fire & flood mitigation, and other service related skills.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44393	\$39456
Mid-Range Teacher Salary	\$72893	\$66091
Highest Teacher Salary	\$89953	\$82529
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$104975
Average Principal Salary (High)	\$119105	\$116464
Superintendent Salary	\$217078	\$171138
Percent of Budget for Teacher Salaries	40.1 %	37.4 %
Percent of Budget for Administrative Salaries	4.1 %	5.2 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	n/a	n/a	n/a						
Mathematics	n/a	n/a	n/a						
Science	n/a	n/a	n/a						
History-Social Science	n/a	n/a	n/a						

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
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	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a
White (not Hispanic)	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a
English Learners	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a

Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – “ Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

NRT Results by Student Group – “ Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	n/a	n/a
American Indian or Alaska Native	n/a	n/a
Asian	n/a	n/a
Filipino	n/a	n/a
Hispanic or Latino	n/a	n/a
Pacific Islander	n/a	n/a
White (not Hispanic)	n/a	n/a
Male	n/a	n/a
Female	n/a	n/a
Economically Disadvantaged	n/a	n/a
English Learners	n/a	n/a
Students with Disabilities	n/a	n/a

Students Receiving Migrant Education Services	n/a	n/a

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	n/a	51	49	36%	52.7	51.1	23%	51.9	48.6
Mathematics	n/a	53.1	45.2	30%	53.7	46.8	15%	55.1	49.9

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2004	2005	2006
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	n/a	n/a	n/a	1000
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	19.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	69.7	87.2	87.5	4.0	7.5	7.0	3.2	3.1	3.5
Graduation Rate		32.8	20.3	86.6	80.5	77.0	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics

portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	96		N/A
African American	4		N/A
American Indian or Alaska Native	1		N/A
Asian	10		N/A
Filipino	6		N/A
Hispanic or Latino	66		N/A
Pacific Islander	1		N/A
White (not Hispanic)	8		N/A
Socioeconomically Disadvantaged	96		N/A
English Learners	6		N/A
Students with Disabilities	5		N/A

Career Technical Education Participation

This table displays information about participation in the schools CTE programs.

Measure	CTE Program Participation
Number of pupils	164
Percent of pupils completing a CTE program and earning a high school diploma	58.5%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	n/a

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	4.4

Graduates Who Completed All Courses Required for UC/CSU Admission	0
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Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	n/a	180 days
10	n/a	180 days
11	n/a	180 days
12	180 days	180 days
