



Foulks Ranch Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146107700

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Input for the review/analysis of the Foulks Ranch 2019-20 LCAP involved many stakeholders. Previous school year's assessment data was analyzed during the year and stakeholder input was acquired through a variety of opportunities throughout the 2019-20 school year:</p> <ul style="list-style-type: none"> - Monthly PTO executive and general meetings - School Site Council meetings (9/26/19, 1/30/20, 2/27/20, 4/23/20) - ELAC meetings (9/21/19, 2/14/19, 4/23/20) - Back to School to Night (7/18/19, 8/19/19) - Faculty meetings (monthly) - Leadership meetings (monthly) - School Culture meetings and Relationship Project meetings (bi-monthly) - Grade Level Parent Workshop Mornings - Special Events (Art Night, School Carnival, Grade level evening VAPA performances) - Early Out Wednesday Grade Level PLC meetings - Electronic Surveys for Parents and Staff
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>These stakeholder consultations provided input, clarification, and consensus for Foulks Ranch around the short and long term planning goals, measurable outcomes, and suggestions for future goals. Through surveys, sharing and collecting relevant data, and a cycle of inquiry, we were able to determine our progress and map out future needs. Our 2020-2021 plan goals, actions, resource allocations, and progress indicators are the result of these frequent and on-going consultations. Through these consultations, parents and teachers encouraged the continued professional development of our teachers and staff around Professional Learning Communities, Outward Mindset training, and International Baccalaureate Primary Years Program exploration. In addition, parents indicated the continued support of intervention time, parent trainings, and continuance of School-wide PBIS focus on bullying education and prevention. Increased professional development and supports for students who have experienced trauma and increased attention to programs aimed at Social Emotional Learning (SEL) areas. More technology available to more students with additional teacher training on teaching with technology and student learning through technology.</p>

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
N/A

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Common Core Implementation - Increase Proficiency in implementation and application of CCSS

EGUSD LCAP Metrics Goals for 2022-23

SBAC Math (DFS) FRES: -5 GOAL 10
 AA: -75.2 GOAL -50
 EL: -26.7 GOAL -1
 SWD: -67.4 GOAL -42

SBAC ELA (DFS) FRES: 12.1 GOAL 27.1
 AA: -37.6 GOAL -12
 EL: -23.2 GOAL 0
 SWD: -47.1 GOAL -22

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> * Provide additional Professional Development (CCSS, ELD, PLC, SEL, and IB PYP). - Site to begin International Baccalaureate - Primary Years Program exploration process by attending trainings and workshops aimed at the early informational gathering phases of IB PYP. * Intervention/WIN master schedule * Utilize Instructional Coaches during Early/Out time. * Hiring of 3 Academic Intervention Teachers (AIT) to work with identified groups of students during WIN grade level periods. * Continue with CAST/CO-OP and Intervention Team meetings to identify at risk students for interventions. * Provide release time for teacher planning and observation of best practices of colleagues or coaches. * IEP/SST days - provide release time for teachers to attend Student Study Team (SSTs) and IEPs. * Provide additional technology, instructional supplies, and curriculum for targeted groups in workshop, intervention supports and also to advance student achievement and acceleration. 	<p>See Darling-Hammond, L. (2005) <u>Professional Development Schools: Schools for Developing a Profession</u> on making teacher professional learning an endemic part of every successful school.</p>	<p>Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$35000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$11704	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

- **Provide intervention and supports for students performing below grade level to close the achievement gap.**
- [EGUSD LCAP Metrics Goals for 2022-23](#)

SBAC Math (DFS) FRES: -5 GOAL 10
 AA: -75.2 GOAL -50
 EL: -26.7 GOAL -1
 SWD: -67.4 GOAL -42

SBAC ELA (DFS) FRES: 12.1 GOAL 27.1
 AA: -37.6 GOAL -12
 EL: -23.2 GOAL 0
 SWD: -47.1 GOAL -22

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> * Provide additional Professional Development (CCSS, ELD, PLC, SEL and IB PYP) - Site to begin International Baccalaureate - Primary Years Program exploration process by attending trainings and workshops aimed at the early informational gathering phases of IB PYP. * Intervention/WIN master schedule * Utilize Instructional Coaches during Early/Out time. * Hiring of 3 Academic Intervention Teachers (AIT) to work with identified groups of students during WIN grade level periods. * Continue with CAST/CO-OP and Intervention Team meetings to identify at risk students for interventions. * Provide release time for teacher planning and observation of best practices of colleagues or coaches. * IEP/SST days - provide release time for teachers to attend Student Study Team (SSTs) and IEPs. * Provide additional technology, instructional supplies, and curriculum for targeted groups in workshop, intervention supports and also to advance student achievement and acceleration. (See 1.1.1 for funding sources) 	<p>See Darling-Hammond, L. (2005) Professional Development Schools: Schools for Developing a Profession on making teacher professional learning an endemic part of every successful school.</p>	<p>Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p>

Funding Source	Amount	Description of Use		
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Site Goal 1.3

- **EL - Provide interventions and supports for English Learners to increase proficiency.**
- EGUSD LCAP Metrics Goals for 2022-23

SBAC Math (DFS) FRES: -5 GOAL 10
 AA: -75.2 GOAL -50
 EL: -26.7 GOAL -1
 SWD: -67.4 GOAL -42

SBAC ELA (DFS) FRES: 12.1 GOAL 27.1
 AA: -37.6 GOAL -12
 EL: -23.2 GOAL 0
 SWD: -47.1 GOAL -22

Metric: A-G Completion

Actions/Services 1.3.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Site English Language Coordinator will monitor, assess and review state mandated ELD assessments. Coordinator will also support site English Learner Advisory Committee and monitor/guide ELD instruction on site with grade level PLC teams.</p> <p>ELPAC Coordinator will administer Initial and Summative Assessments.</p> <p>Site ELAC meetings will have light refreshments for attendees.</p>	<p>Research confirms that tiered/responsive academic school-wide support systems increase student achievement (comprehensive ELD research is universally accepted - see various studies from UCLS, Kate Kinsella, California ELD frameworks).</p>	<p>Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p>

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$7740	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

- **PLCs - All grade levels will operate as a highly functioning Professional Learning Community (PLC) to share best practices and participate in the cycle of inquiry.**

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>* PLC s meet weekly and adhere to the Foulks Ranch PLC Playbook created by site PLC Guiding Coalition Team which is made up of at least 1 member of every grade level.</p> <p>* Support PLC Guiding Coalition team throughout the year as team reviews common assessment plan, intervention services, ELD instruction and enrichment services.</p> <p>(See 1.1.1 Funding Sources)</p> <p>* Purchase of supplies, technology, software, and resources to support student learning and proficiency with CCSS from district approved lists.</p>	<p><u>A Case Study of the Relationship Between Collective Efficacy and Professional Learning Communities</u> Voelkel, R. (2011)</p> <p>McLaughlin, M. & Talbert, J. (2013) discuss how focused strategic inquiry on student learning can both improve student learning and serve as the basis for a professional learning school. <u>See Strategic Inquiry: Starting Small for Big Results in Education</u></p> <p>Research from DuFours/ Solution Tree consistently states that the PLC framework for school management is a positive and effective structure for professional growth.</p> <p>Meeting the demands of today's world requires a shift in assessment strategies to measure the skills now prized in a complex global environment. The Partnership for 21st Century Skills believes that such a shift is vital to the widespread adoption of 21st Century skills in our schools. We must move from the primarily measuring discrete knowledge to measuring students' ability to think critically, examine problems, gather information, and make informed, reasoned decisions while using technology. In addition to posing real world challenges, such assessments should accept a range of solutions to a task. http://www.p21.org/storage/documents/21st_Century_Skills_Assessment_e-paper.pdf</p>	<p>Site administrative team review results from district fluency and spelling assessments at trimesterly checkpoints and will track individual student progress. Student progress on grade level Essential Standards will be monitored and tracked through trimesterly CO-OP meetings and PLC check-ins on Early Out Wednesdays once a month.</p> <p>Student progress on licensed technology and software will be reviewed annually. The collaborative team will determine the continuation and/or discontinuation of current software. New software recommendations will be piloted by grade levels prior to recommending new purchases.</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$27146	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

PBIS - Implement School Wide Positive Behavior Interventions and Supports (PBIS), understanding Social Emotional Learning (SEL), Culturally Responsive Practices, and Safety Precautions for Staff and Students.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- Black or African American • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>* Continue with Monthly School Culture Team meetings.</p> <p>* Use of Synergy PBIS reporting.</p> <p>* PBIS Data shared with staff.</p> <p>* Additional release time for PBIS if needed.</p>	<p><u>Is School-wide Positive Behavior Support an Evidence-based Practice?</u> by Rob H. Horner, George Sugai and Timothy Lewis April 2015.</p>	<p>Discipline data</p> <p>Survey results (student/parent/teacher)</p> <p>Attendance reports</p>

- * Activate SARB process early.
- * Calls home to at-risk students when absent.
- * Use of TFAB student as behavior mentors for students in need of positive role models.
- * Elementary Counselor Intern to work 2 days a week in conjunction with site Psych and MHT to run social skill and anger management groups.
- * Provide additional security focus at crosswalks during arrivals and dismissals with extended yard supervision assistance.
- * Use of classified staff to assist teachers with small group instruction assistance (WIN time and Kinder overlap) and Tier 1 interventions in the classroom. (\$13.56 /hr, 4 hrs /day for 277 days = \$15,000)
- * Purchase of Second Step curriculum for grade level use counselor use.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$900	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$7000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
GATE Coordinator will provide GATE informational meeting for parents and staff as well as conduct district required GATE screening assessments. GATE field trip and VAPA classes are utilized to provide GATE students with unique opportunities to participate in a wide range of educational experiences.	Research from National Association of the Gifted as well as other groups state assessment and family engagement are crucial in developing a comprehensive and successful gifted and talented support program.	Sign in sheets from GAE information meetings. GATE qualification data reports.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$3350	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

- **Family Engagement - Increase authentic relationship and partnerships between school and home, specifically reaching out to underserved and disengaged families.**

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ul style="list-style-type: none"> * Morning grade level Parent Workshops run by teachers covering essential items and tips for helping their children in Math, ELA and Technology. * Publicize all school wide events via email, Remind, flyers, newsletters, marquis, morning announcements, Synergy, Facebook, Twitter and Foulks Ranch website. 	Children whose parents were more involved across elementary school had fewer problem behaviors and better social skills, but that children's academics weren't affected. The study followed 1,300 children from 10 US cities from birth to fifth grade.	<ul style="list-style-type: none"> * Parent sign in sheets. * Parent survey results.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support Parent Teacher Home Visit Project - funds will be used to provide training/hourly compensation for staff to conduct home visits. Participate in workshops that support family engagement.	Research supports the efficacy of home visits. (PTHVP website, Karen Mapp publications from the GSE Harvard).	Participation numbers of families and staff. Exit surveys of families/staff.

Funding Source	Amount	Description of Use		
Family & Community Engagement (7415/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support SEL Coordinator to expand the Social Emotional Learning Toolbox for staff. Funds will be used to provide training, in class services/support. and materials to support mindful practices.	Research categorically states (from Kaiser Health Foundation, CASEL, and other sources) that mindful practices in schools is an effective way of addressing wellness and providing students/staff with pro-social ways of managing stress.	Surveys and participation rates of students and staff.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

*Decrease Chronic absenteeism, tardies, and early dismissal rates.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> All 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
PBIS team will support, design, secure signage that clearly delineates school wide expectations as well as student acknowledgement for student and staff positive recognitions systems.	Research confirms that tiered/responsive academic school wide support systems increase student achievement (comprehensive PBIS research is universally accepted - see various studies from University of Oregon, US Department of Education).	Review effective and efficient implementation of PBIS/Pro social initiatives. Synergy attendance data, late slip and early dismissal documentation. SART process information. Discipline data.		
Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

Funding supports intervention teachers, teacher collaboration, professional development opportunities, and release time to benefit all students.
Funding supports PBIS program to benefit all students
Funding supports parent participation opportunities to benefit all students.

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Foulks Ranch Elementary - 263

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$27,396	\$27,396	\$27,396	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$37,044	\$37,044	\$37,044	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$84,750	\$84,750	\$47,704	\$27,146	\$8,100	\$1,800	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$7,740	\$7,740	\$7,740	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$1,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$157,930	\$157,930	\$119,884	\$27,146	\$8,100	\$2,800	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$157,930

Signatures: (Must sign in blue ink)

Date

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Joe Donovan**

School Site Council Chairperson **Jana Tejada**

EL Advisory Chairperson **Elena Popova**

_____	_____
_____	_____
_____	_____