

1. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- If Title I only: Complete 6b
- If Title III Year 1: Complete 6b
- If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
- If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

b. *Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).*

2011-2012 Title III Year 4 Needs Assessment and Action Plan: SCOE Consortia

Four Local Educational Agencies in Stanislaus County in California's Central Valley make up the SCOE Consortium. The LEAs range from very small rural districts to the county schools. The number of English Learners also varies from under 20 for some of the participating districts to approximately 146. Four of the districts are elementary (K-8).

Number of LEP-English Learners served = 245

The districts:

Hart-Ransom District

- A small, rural K-8, two school district located just west of the Modesto, California.
- ADA for Hart-Ransom Union Elementary School is 730.
- ADA for Hart-Ransom Charter School is 230.
- Hart-Ransom School district has a long, distinguished record of high student achievement, including strong standardized testing and Academic Performance Index scores.
- The district offers a rigorous, standards-based curriculum at all grade levels.
- Average Class Size in Kindergarten through 1st grades is 20.
- Average Class Size in grades 2 - 8 is 29.
- Literacy and math support is provided by a support teacher.

- A district counselor is available to students at all grade levels.
- Character education is emphasized at all grade levels.
- A "state of the art" computer lab and technology coordinator offers on-going computer-based instruction and technological support to staff.
- A vibrant Parent/Teacher Club anchors a strong and supportive community presence in the District
- A Stanislaus County Office of Education-operated Deaf and Hard of Hearing Special Day Class serves students in grades K - 8.

Valley Home Joint School District

- A small, rural, progressive K-8 school district serving students and parents in a 50 square mile area in the California Central Valley at the base of the Sierra foothills.
- Valley Home School has two school sites; one that serves students in grades K through 3rd grades and the other which serves students in grades 4th through 8th grades.
- We also have a Community Day School which serves students in the 4th through 8th grades, and an excellent after-school program that operates until 6:00 p.m. every school day, and is free of charge to all Valley Home School District students.
- The District enrollment is around 150 students and draws from a diverse range of socio-economic backgrounds. The school's API (academic performance index rating) is in the 800+ range and is among the highest in the State.

Shiloh School District

- Shiloh is located on Paradise Road eight miles west of the city of Modesto and is the only school in its district. The school maintains a rural school atmosphere in an agricultural-type setting while still in close proximity to the urbanized area to the east.
- Shiloh School has six classrooms; approximately 140 students attend daily.
- Shiloh is one of three rural elementary school districts which feed into Modesto High School where eighth grade graduates attend.

Roberts Ferry

- Roberts Ferry Union Elementary School serves Kindergarten through 8th grade students from the city of **Waterford**, which is part of Stanislaus County. This school is eligible for participation in State & Federal Title I programs. Some or all students from this school participate in free or reduced lunch programs.
- The total number of students is 106 and there are five teachers.

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs)

A. Analysis of data and problems found.

The Stanislaus County Office of Education Consortium did not meet AMAO 1 during the 2010-2011 school year and in additional loss 6.3% points. The Consortia also failed to meet the target requirements for EL in programs 5 years or less, but made the growth target for those ELs in programs five years or more in the last two years.

The Consortium has not met AMAO 3 for the last four years. Upon analyzing the aggregated data of the EL populations in the Consortium who scored proficient on the CELDT, the following statements can be made:

- In reviewing Table 4 on AMAO 1, only 26.1% of the Intermediate students met the growth target; a 12.6% decline.
- 55% or 109 ELs at the EA English Proficient have been in U.S. schools for 6 years or more
- 68% or 120 ELs at the Intermediate level have been in district 4 years
- 58% or of Intermediate ELs have been in district 5 years

AMAO 3 Consortium AYP Result for EL Population 2011

District	ELA Target 67.6%	Met Yes/No	Math Target 68.5%	Met Yes/No
Hart Ransom	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Roberts Ferry	54.5%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	54.5%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Shiloh	18.0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	52.0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Valley Home	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Based on the Survey Results from participating consortia representatives identified the following areas as a focus:

- English Language Development, access to the core in ELA and Mathematics
- Need for Interventions, grouping and placement of students
- Professional Development, Formative Assessments and Monitoring of Implementation

B. Strengths and weaknesses of current plans

Strengths common to all LEAs:

Leadership from the districts in the revision of the Title III Year 2 Plan facilitated the development of the Title III Year 4 Plan. All districts provided input on the Needs Assessment.

- Teachers hold an English Learner authorization through the CLAD or Certification process.
- Students will be deployed to appropriate levels for English Language Development classes.
- Research-based materials are used in the ELD instruction.
- Students have full access to standards-based, state approved, ELA and Math materials.
- Districts will provide professional development on research-based strategies on instruction for ELs.
- Parents of English Learners will participate in parent-teacher conferences, receive regular translated communications, and participate in the ELAC meetings, School site council meetings, and other parent involvement activities

Weaknesses reflected in the data:

- There is a need to develop a system of monitoring of implementation of best practices for ELs.
- There is a need to extend parent engagement beyond ELAC/DELAC.
- There is a need to develop strategies to provide ELs for ELD grouping instruction.
- There is a need to develop strategies to provide ELs to access core subject matter
- There is a need for formative assessments for ELD.
- There is a need for appropriate interventions in ELA and Math
- There is a need to have ongoing monitoring of the progress of EL students in ELA and Math.

C. Identify and describe factors contributing to failure to meet AMAO 3

English Learners are generally grouped according to CELDT Overall proficiency levels. Analysis of needs at the domain level scores would inform instruction to provide appropriate support and intervention. The lack of appropriate differentiation during reading/language arts and math instruction limits the time of high quality sheltered instruction needed to help Intermediate students reach proficiency on the CST-ELA exam. Formative assessments aligned to instruction and proficiency levels should be consistently implemented to more carefully track progress and adjust support

accordingly. An accountability-based implementation plan is necessary to make systemic change in the improved instructional programs for the Consortium members.

D. Conclusion:

From the input given by the districts and the data we received, the Consortium believes that to support more students at the Intermediate to reach Proficient or Advanced on the CSTs, content area instruction must be differentiated by sheltering with scaffolding devices that include academic language objectives. Intervention criteria and placement must include assessment of the students English language needs at the domain level on the CELDT and formative assessment results. Professional development to align the EL strategies with the standards taught must provide so that English learners may reach mastery in English and content standards.

District/LEA Name: Stanislaus County Office of Education Consortia

Date: January 2011

District/LEA SMART Goal : 2A AMAO 1

Title: Annual Progress Learning English

Description: *By January 2013, the percentage of English learners in language instruction educational programs who will attain proficiency will increase from 0% to 20.1% in order to move toward meeting state-defined expectations for meeting the CELDT criterion for English Language proficiency.*

Strategy: Implement ELD time, curricula, and instruction

Description: All English Learners will receive ELD instruction with adopted ELD instruction on a daily basis using district adopted ELD instructional materials/curriculum.

ACTION STEP #1: EL curriculum Description: EL's have access to appropriate ELD curriculum.	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
TASK #1 Title: ELD materials	09/01/2011	01/30/2013	School Site	English	\$15,000.00	Title III,

Description: LEA will provide district adopted, standards based ELD core and supplementary materials for all programs. These materials will address vocabulary, syntax, grammar, functions, and conventions within real life situations using meaningful content. Funding (Y N) Tag: (T3_Y4, T3_Y2)			Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	learners		General fund of each District in Consortium
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TASK: #2	Start Date	End Date	Person Responsible	Status	na	
Title: Inventory materials Description: Inventory current materials in all districts to identify needs	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
TASK #3 Title: ELD materials selection committee recommends text Description: consortia administrators will meet with COE to determine appropriate adoption of materials	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
TASK #4 Title: Board of Education approval of recommended texts	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		

Description: Each district will take recommendation to local Board of Education for approval			Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis			
TASK #5 Title: Purchase ELD texts	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	See action step 1	
Description: Purchase sufficient quantity for all EL's, based on last available CELDT data						
ACTION STEP 2: ELD minutes Description: Instructional ELD minutes ensured	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
TASK #1 Title: Implementation of instruction Description: Districts will ensure ELD time is provided to all EL's CELDT levels 1-5 until students reach district reclassification criteria. Students in grades k-12 will receive ELD instruction daily according to state recommended time allotment. Time: 30 minutes minimum for grades K-6 and minimum one period for grades 7-8. Funding (Y N) Tag: (T3_Y4, T3_Y2)	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	English learners	na	Title III, General fund of each District in Consortium

<p>TASK #2:</p> <p>Title: Elementary schedules</p> <hr/> <p>Description: Principals will develop daily schedules of instructional staff for ELD instruction, which will be posted in classrooms involved with ELD instruction</p>	<p>09/01/2011</p>	<p>01/30/2013</p>	<p>Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers- Lewis</p>		<p>NA</p>	<p>NA</p>
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District/LEA SMART Goal: 2B (AMAO 2, Five years or Less): By January 2013, the percentage of English learners in language instruction educational programs less than five years attaining English language proficiency will increase from 14% to 20.1% in order to move towards state defined expectations for meeting the CELDT criterion for English language proficiency.

Title: English Proficiency

Description: Districts will ensure that teachers will implement SDAIE methods within all CORE subject areas.

Strategy: Title: Instructional staff is implementing research based strategies and administration is monitoring

<p>ACTION STEP #1 Research based strategies</p> <p>Description: Teachers will implement research based strategies.</p>	<p>Start Date mm/dd/yyyy</p>	<p>End Date mm/dd/yyyy</p>	<p>Person Responsible</p>	<p>Target Audience</p>	<p>Estimated Costs</p>	<p>Funding Sources</p>
<p>TASK #1</p> <p>Title: Implementation of research based strategies</p> <p>Description: Students will receive instruction in the development of language through the use of two or more of the following tools:</p> <ul style="list-style-type: none"> • Tier II Words (<u>Bringing Words to Life</u>, Beck, McKeown and Kucan) and formal English structure for 	<p>09/01/2011</p>	<p>01/30/2013</p>	<p>School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler,</p>	<p><input type="checkbox"/>not begun <input checked="" type="checkbox"/>in progress <input type="checkbox"/>completed <input type="checkbox"/>suspended</p>	<p>\$2000.00</p>	<p>Title III and General Fund of each district in consortium</p>

<p>the classroom setting.</p> <ul style="list-style-type: none"> • <u>Teaching Basic and Advanced Vocabulary</u> by Marzano. • <u>Building Academic Vocabulary</u> by Marzano • <u>Classroom Instruction that Works for English Learners</u> by Hill and Flynn • The Twelve Powerful Words by Larry Bell. • Student engagement strategies: Quantum Learning, Anita Archer, Kate Kinsella, Power Teaching, etc. • “Imagine Learning” • SRA Reading Mastery • Read Naturally • Direct and systematic writing development • Direct and systematic oral language development • Linguistic frames, graphic organizers, SDAIE methodologies 			<p>George Johnson, Rolanda Desroiers- Lewis</p>			
<hr/> <p>TASK #2</p> <p>Title: Revising programs</p> <p>Description: Collaboration regarding strategies, assessment, progress and achievement to be used to monitor and revise program as needed</p> <p>Funding (Y N)</p> <p>Tag: (T3_Y4, T3_Y2)</p>	<hr/> <p>09/01/2011</p>	<hr/> <p>09/01/2011</p>	<hr/> <p>School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>	<hr/> <p><input type="checkbox"/>not begun <input checked="" type="checkbox"/>in progress <input type="checkbox"/>completed <input type="checkbox"/>suspended</p>	<hr/>	<hr/>

Action Step: 2 Student Progress Description: teachers will monitor the progress of students	Start Date	End Date	Person Responsible	Status		
TASK #1 Title: Monitor of student progress in achieving English Proficiency Description: Assessment will be used to monitor language development achievement of EL students through both formative and summative assessments.	Start Date	End Date	Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers- Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	na	na

District/LEA SMART Goal: 2C (AMAO 3, ELA and math proficiency) By January 2013, the percentage of English learners in language instruction educational programs will increase from 0% to 20.% in ELA and from 16.7% to 30% in Math proficiency as measured by the CST, in order to move toward state defined proficiency expectations.						
Strategy: Title: Implementation of research based strategies to improve academic achievement in ELA						
Description: Districts will ensure that all EL students have access to core ELA curriculum						
ACTION STEP: Access to the Core ELA curriculum Description: Teachers will use research-based strategies to support EL students' access to the core	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
TASK #1 Title: Research based academic strategies Description: : Funding (Y) Teachers will utilize one or more of the following: • <u>The Map of Standards</u>	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer,	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$2000.00	Title III and General Fund of each district in Consortium

<p>developed by Dr. John Carr to differentiate the linguistic demands in reading/language arts lessons and ensure that the RLA and Math\$ standards are met.</p> <ul style="list-style-type: none"> • CELD by Irma Bravo-Lawrence – Stanislaus County Office of Education. This aligns Core Standards to EL level expectations for performance. • A+Rise materials by Evelyn Arroyo • Teachers will revise and adjust instruction to meet Common Core Standards. • SDAIE will be used to make core curriculum more accessible to EL students N) <p>Tag: (T3_Y4, T3_Y2)</p>			<p>Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>			
<p>TASK #2 4 Professional Dev. Description: Teachers will receive professional development in the area of ELD within the classroom setting through the use of one or more listed above.</p>	<p>09/01/2011</p>	<p>01/30/2013</p>	<p>School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>	<p><input type="checkbox"/>not begun <input checked="" type="checkbox"/>in progress <input type="checkbox"/>completed <input type="checkbox"/>suspended</p>	<p>\$2000.00</p>	<p>Title III and General Fund of each district in the Consortium</p>
<p>TASK:3 Title: Walk –Throughs Description: Monitoring implementation through walk-thru systems using rubrics developed by each district</p>	<p>09/01/2011</p>	<p>01/30/2013</p>	<p>School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer,</p>	<p><input type="checkbox"/>not begun <input checked="" type="checkbox"/>in progress <input type="checkbox"/>completed <input type="checkbox"/>suspended</p>		

			Seth Ehler, George Johnson, Rolanda Desroiers- Lewis			
ACTION STEP #2: Monitoring progress of students in ELA Description: Students will be monitored for ELA achievement	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	
TASK #1 Title: Ongoing monitoring Description: Data chats will be used to monitor student achievement with teachers. Funding (Y N) Tag: (T3 Y4, T3 Y2)	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Desroiers-Lewis Rolanda	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	na	

District/LEA SMART Goal : 2D <i>By January 2013, the LEA will provide high quality professional development to teachers, administrators, and other school or community based personnel to improve the education of English learners</i> <i>Title: High quality professional development</i>						
Description: All teachers/staff of ELD will receive training in the new ELD texts.						
Strategy_ Title: The LEA will provide training teachers/staff of ELD students						
Description: The LEA will provide training to teachers and staff of ELD students						
ACTION STEP: Teacher Professional Development Description: Teachers will be scheduled to receive training to support their EL students	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
TASK #1	09/01/2011	01/30/2013	School Site	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress	na	na

Title: Calendar			Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> completed <input type="checkbox"/> suspended		
Description: create a calendar of training based on availability of trainers and/or funding to support training Funding (Y N) Tag: (T3_Y4, T3_Y2)						
TASK #2: Title: Training on ELD adopted materials will be provided Description: Training will be provided through Stanislaus County Office of Education and/or program representatives.	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input checked="" type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$2000.00	Title III and General Fund of each district in Consortium
TASK #3: Title: Implementation of training Description: Monitoring of implementation of new learning will be done by walkthroughs and feedback will be provided to teachers.						

District/LEA SMART Goal: 2E By January 2013, the LEA will encourage parent participation through outreach strategies, so that 50% of parents are active participants in the education of their children. Title: Parent and community participation
Description: Increasing percentage of English learner parent participation in their children’s education.
Strategy: Increase Parental Involvement and Outreach

Description: : Improve knowledge of policies /procedures/programs						
ACTION STEP #1. Description:	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
TASK #1 Title: Description: : Funding (Y N) Tag: (T3_Y4, T3_Y2)	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	na	na
Action Step #2 Description: Parents will be provided with more opportunities to participate in school activities	Start Date	End Date	Person Responsible	Status		
TASK #1 Title: Parent Participation opportunities	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$2000.00	Title III and General Fund of each district in Consortium
Description: Provide for parent participation opportunities through one or more of the following: <ul style="list-style-type: none"> • Latino Family Literacy Project • Project 2 Inspire • Exito Escolar • Family Reading and or Math Nights 						
TASK #2 Title: Evaluation	09/01/2011	01/30/2013	SchoolSite Administrators in Districts in consortium Jerrianna Boer,	<input type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed		

<p>Description: Parents will evaluate the activities they participate in for future planning</p>			<p>Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>	<input type="checkbox"/> suspended		
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<p>District/LEA SMART Goal: 2F By January 2013, the LEA will provide EL parents with timely communication in their home language, regarding student achievement, programs and participation opportunities.</p> <p>Title: Parent notification</p> <p>Description: On-going written/verbal communication between school and home.</p> <p>Strategy: Provide communication in home language as required by state and Education Code.</p> <p>Description: LEA will ensure that communication from school is provided.</p>						
<p>ACTION STEP: 1 Translation</p>	<p>Start Date mm/dd/yyyy</p>	<p>End Date mm/dd/yyyy</p>	<p>Person Responsible</p>	<p>Target Audience</p>	<p>Estimated Costs</p>	<p>Funding Sources</p>
<p>Description: Using SIS create a data base of families needing home language communication. Funding (Y N) Tag: (T3_Y4, T3_Y2)</p>	<p>9/01/11</p>	<p>1/30/13</p>				
<p>TASK: 1 Title: Database Description: Create data base, translate necessary notifications,</p>	<p>09/01/2011</p>	<p>01/30/2013</p>	<p>School Site Administrators and staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson,</p>	<p>Status</p>	<p>na</p>	<p>na</p>
<p>Task 2: Title: Methods of communication</p>	<p>09/01/2011</p>	<p>01/30/2013</p>	<p>School Site Administrators and</p>	<p><input type="checkbox"/>not begun X in progress</p>		

<p>Description: Provide information to parents using one or more of the following methods:</p> <ul style="list-style-type: none"> • Weekly newsletters • Notes/letters home • Phone messaging system • School marquee • Website • Parent-teacher conferences 			<p>staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers- Lewis</p>	<p><input type="checkbox"/>completed <input type="checkbox"/>suspended</p>		
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