

CALIFORNIA DEPARTMENT OF EDUCATION  
TITLE III LOCAL EDUCATIONAL AGENCY  
**IMPROVEMENT PLAN ADDENDUM**  
SUBMISSION FORM

Local Educational Agency (LEA) Plan Information:

Name of LEA: Murrieta Valley Unified School District

County District Code: 3375200

Address: 41870 McAlby Ct. City: Murrieta Zip Code: 92562

Contact Person:

Any inquiries concerning this plan should be directed to the attention of:

Print Name: Char Gollogly Title: Director of Curriculum & Instruction

Phone: 951-696-1600 Fax: 951-304-1525 E-Mail: cgollogly@murrieta.k12.ca.us

Certification:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that to the best of my knowledge information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Improvement Plan Addendum are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.

Signatures:

<u>Dr. Stan Scheer</u>	Dr. Stan Scheer	<u>1/15/2010</u>
Signature of Superintendent	Printed Name of Superintendent	Date

<u>Robin Crist</u>	Char Gollogly	<u>1/15/2010</u>
Signature of Board President	Printed Name of Title III Director	Date

## Title III LEA Improvement Plan Addendum Outline<sup>1</sup>

### 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

Murrieta Valley Unified School District did not meet AMAO 3 in English Language Arts due to proficiency level. We did meet the participation rate targets. The target for proficient was 45%. Our EL subgroup result was 33%. The district did meet both the proficiency rate and participation rate targets for Math and AMAO 1 and AMAO 2.

In analyzing the ELSSA it is clear that the majority of the EL students at Intermediate level on CELDT score Basic on the CST (51.39%). In addition, 37.8% of the students score either Below or Far Below Basic. That means that 89.24% of the students at the Intermediate CELDT level are scoring less than proficient.

At the elementary level 69.64% of the 2<sup>nd</sup> grade students at the Intermediate level on CELDT scored less than proficient; 89.28% of the 3<sup>rd</sup> grade students at the Intermediate level on CELDT scored less than proficient; 85.71% of the 4<sup>th</sup> grade students at the Intermediate level on CELDT scored less than proficient and 100% of the 5<sup>th</sup> grade students at the Intermediate level on CELDT scored less than proficient.

At the middle school level 100% of the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students at the Intermediate level on CELDT scored less than proficient. This trend continues into high school with the only exception at 9<sup>th</sup> grade where 5.56% of students scored proficient which equates to 1 student.

In 2008-2009 the largest number of students scoring less than proficient are in grades 2<sup>nd</sup> and 3<sup>rd</sup>. These students are the current 3<sup>rd</sup> and 4<sup>th</sup> graders for a total of 114 students. At the middle school level the largest group in 2008 – 2009 was the 6<sup>th</sup> grade now the current 7<sup>th</sup> graders. In high school the largest number of students was at the 9<sup>th</sup> grade level. These students are the present 10<sup>th</sup> grade students and will take the CAHSEE during 2009 – 2010.

Examining the data over time shows that MVUSD EL did show growth. In 2005 – 2006 the proficiency rate was 28.2%. The proficiency rate dipped slightly in 2006 – 2007, but then went up in 2007 – 2008 to 30.6% and up again in 2008 – 2009 to 33%. The district has also conducted its own analysis of data. This data shows that two schools have strong scores with EL students in 2<sup>nd</sup> grade. The LEA will meet with the administrators and teachers from these sites to determine what specific instruction led to these higher scores. Specific students have been identified at each site that scored in the high Basic range and these students should achieve Proficient on the 2009 – 2010 CST. Site administrators will work with teachers to ensure progress monitoring of these students. However, significant growth in English proficiency will need to occur with students at the Beginning and Early Intermediate levels to reach future AMAO 3 targets. This will require staff to find strategies that will accelerate language acquisition beyond what research suggests.

## **B. Strengths and Weaknesses of Current Plan for EL Students**

### **(a) Instructional Program Implementation**

The current program shows good results for AMAO 1 and 2. The district exceeds the target in both areas as 56.5% of EL students made adequate progress in AMAO 1 and 40.6% of students reached Early Advanced on the CELDT in 2008 – 2009. The beginning level students participate in structured English Immersion within the core program. Structured English Immersion is suitable for English Learners at the Beginning to Early Intermediate level at all grade levels. Students at the Intermediate to Advanced stage participate in core curriculum with English Language Development Instruction provided. Teachers use strategies such as direct instruction, flexible grouping, and scaffolding to support the EL students. English is taught systematically and intensively following the district-adopted and state approved English Language Development Standards. English Learners receive the core curriculum in English; however, curriculum and instruction are modified to be more understandable to non-native speakers of English. The adopted curriculum is Open Court for K – 1 and Houghton Mifflin for 2 – 5, Prentice Hall for 6 – 8, and Glencoe for 9 – 12. These programs are fully implemented and the elementary programs include specific materials for EL students that teachers utilize during Universal Access time.

Scholastic Read 180 is the adopted intervention for grades 4 – 12 with Scholastic Read 180 California Upgrade the adopted intervention for grades 4 – 8. Students are assessed using the CST, district End of Course Exams, curriculum based assessments, and the CELDT. Students of similar English Language proficiency may be clustered in the same classroom, however, this practice is inconsistent across the district and students of similar CELDT levels would benefit from cluster placement.

### **(b) Instructional Strategies**

Teachers use strategies such as direct instruction, flexible grouping and scaffolding to support the EL students. In addition, MVUSD has emphasized oral language development with beginning students. Teachers at the elementary level have been trained in Marzano Strategies, Nancy Fetzer Writing (emphasis on oral language development), and Thinking Maps. Middle school teachers have been trained in Marzano Strategies and Thinking Maps. High School teachers have been trained in Marzano Strategies and the goal is to train high school AVID teachers in Thinking Maps. There is a strong need to ensure consistency with the use of these instructional strategies. MVUSD is in the process of developing a Walk-Through tool to assist administrators as they make classroom observations.

As students are assessed, appropriate interventions are implemented. Far Below and Below Basic students in grades 4 - 8 are placed in a Scholastic Read 180 California Upgrade class. This program is designed especially for EL students and is taught in a small group, differentiated instruction model. MVUSD is committed to keeping the overall size of these classes small with the ratio no higher than 21:1 and in some cases the ratio is 15:1. This is the first year of this complete adoption for EL students and the district expects students to show good results within this model based on the results achieved for other Far Below and Below Basic students that have participated in Read 180. The phonics and vocabulary component of this program (System 44) will fill in the gaps that EL students often have in their language development. Teachers have reported that EL students quickly respond to this program and are demonstrating good growth. System 44 is also designed for 3<sup>rd</sup> grade students and those EL students have been specifically identified and placed in this program after assessment to ensure this is the correct placement.

### **(c) Professional Development**

The LEA has identified 2<sup>nd</sup> and 3<sup>rd</sup> grade as two grade levels that need more training for the teachers. The weaknesses of the program include the need for more professional staff development. Teachers need to become more proficient in working with the specific needs of EL students. Administrators will review class placements to ensure that students with similar CELDT scores are clustered together. This will enable teachers to better meet the needs of these students in small group instruction. Teachers with EL students at the intermediate level will receive GLAD training from the district certified trainer. This trainer will help teachers develop lessons, offer model lessons, and arrange for teacher observations. Administrators will work together with teachers to determine if additional resources are needed beyond the core program.

At the middle school level 6 – 8 grade Far Below and Below Basic EL students are placed in a Scholastic Read 180 California Upgrade class. This class is taught by a trained ELD teacher. Again, this is the first year of the complete adoption. In addition, there is a need for professional staff development with other subject area teachers. The LEA has asked site administrators to identify those teachers with EL clusters. These teachers will participate in the Thinking Maps for EL training from the district certified trainer. This trainer will help teachers develop lessons and offer model lessons. Follow up trainings and observations will be scheduled. At the middle school level, it was also determined that though the district met the proficiency rates for math, the middle schools did not. The biggest need is to prepare students for advanced level math classes including pre-algebra and algebra 1. To assist in this goal, the middle schools will diagnose the students deficiencies using the Scholastic Math Inventory. Students will also use the tools Fast Math and Fraction Nation during their strategic math intervention classes to help with remediation.

At the high school level the situation is more complex. Scholastic Read 180 classes are provided for 9 – 10 grade Far Below and Below Basic students. However, the California Upgrade edition is designed for 4 – 8 grade students so it was not adopted for these grade levels. However, there are many students that may benefit from the System 44 piece so teachers are assessing those students and piloting a small program to see how many students need this intervention. There is an ELD teacher at each high school. The core program is for Beginning EL students is Hampton Brown and these teachers are also participating in the Scholastic Read 180 program to see how it benefits their students. However, at one high school the ELD teacher is completely new to the program and needs professional staff development. Also, the classroom teachers who have Intermediate level students are in need of professional staff development in instructional strategies to meet the needs of these students. An RCOE training team will present Differentiated Instruction through Universal Design to ELD and classroom teachers in order to improve instruction for EL students. CAHSEE intervention classes are provided to all students that do not pass the CAHSEE. These classes are held during the day and teachers are trained to assist all students of differing needs.

### **(d) Parental Participation**

MVUSD has a strong history of parent involvement however there is a definite need to involve the parents of EL students in a more substantial way. The Board has passed a resolution requiring all schools to have a Parent Involvement Policy in place. Administrators, parents, and teachers have attended trainings in developing a Parent Involvement Policy and Action Plan to support student achievement goals. Title I teachers have prepared parent trainings to enable parents to help their students at home. Site administrators and teachers have worked together to develop strategies to ensure that EL parents are able to attend the trainings. These trainings will be offered both during the day and evening and childcare will be available. Translators will attend to ensure equitable access to materials.

**C. Factors Contributing to the LEA’s Failure to Meet AMAO’s.**

The two main factors contributing to the failure of MVUSD to meet AMAO’s rest on the consistency of implementing the curriculum (particularly Universal Access) and professional development to expand the understanding of teachers for the needs of EL students at each level of CELDT including the use of specific strategies for learning.

**D. Conclusions and Program Modifications (see chart)**

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<p><b>2. Describe scientifically based research strategies to improve English-language Development (ELD).</b> (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p>MVUSD met targets for AMAO 1 and 2 for 2008 – 2009 and for all previous years.</p>			
<p><b>3. Describe scientifically based research strategies to improve academic achievement in English-language arts.</b> (AMAO 3;ELSSA)</p> <p>The LEA will ensure that all students are receiving appropriate instruction in state adopted curriculum materials. Site administrators will routinely visit classrooms to observe English Language Arts instruction and to verify that all EL’s are being instructed appropriately in core ELA curriculum and/or interventions as appropriate.</p> <p><b>Elementary Level:</b></p> <ul style="list-style-type: none"> <li>• All 2<sup>nd</sup> – 3<sup>rd</sup> EL students will participate in the core curriculum and receive ELD instruction and support during Universal Access time.</li> <li>• Teachers will be trained in GLAD strategies</li> <li>• Writing will be taught using Nancy Fetzer’s instructional writing strategies which emphasize oral language development.</li> <li>• EL students will receive all appropriate interventions as determined by multiple measures.</li> <li>• All 4<sup>th</sup> – 8<sup>th</sup> grade EL students will participate in either core curriculum with support and/or reading intervention using Scholastic Read 180 California Enterprise Edition based upon multiple measures of assessment.</li> <li>• Site administrators will hold regular Student Achievement Conferences with teachers to ensure that progress monitoring is taking place.</li> <li>• Teachers will receive continuous training and support in the area of data</li> </ul>	<p>Director of Curriculum Site Administrators TOSA’s</p>	<p>January 2010 – June 2011</p>	<p>Title I, II, and III Site Funded (detailed under Professional Development)</p>

<p>analysis through the quarterly Read 180 community meetings.</p> <ul style="list-style-type: none"> <li>• Three Teachers on Special Assignment will offer specific coaching and feedback to teachers in areas of GLAD, Read 180/System 44, Thinking Maps, Fetzer Writing, Marzano Strategies, data analysis and differentiation of classroom instruction.</li> </ul> <p><b>Middle School Level:</b></p> <ul style="list-style-type: none"> <li>• All 6<sup>th</sup> – 8<sup>th</sup> grade EL students will participate in either core curriculum with support and/or reading intervention using Scholastic Read 180 California Enterprise Edition based upon multiple measures of assessment.</li> <li>• Site administrators will hold regular Student Achievement Conferences with teachers to ensure that progress monitoring is taking place.</li> <li>• Teachers will receive continuous training and support in the area of data analysis through the quarterly Read 180 community meetings.</li> <li>• Three Teachers on Special Assignment will offer specific coaching and feedback to teachers in areas of GLAD, Read 180/System 44, Marzano Strategies, data analysis, Thinking Maps, and differentiation of classroom instruction.</li> <li>• Other subject area teachers will receive Thinking Maps Training for EL students.</li> <li>• Site administrators will make observations to ensure strategies are being used.</li> </ul>	<p>Director of Curriculum Site Administrators TOSA's</p>	<p>January 2010 – June 2011</p>	<p>Title I, II, and III Site Funded (detailed under Professional Development)</p>
<p><b>High School Level:</b></p> <ul style="list-style-type: none"> <li>• All 9<sup>th</sup> – 10<sup>th</sup> grade EL students will participate in either core curriculum with support and/or reading intervention using Scholastic Read 180 based upon multiple measures of assessment.</li> <li>• Site administrators will hold regular Student Achievement Conferences with teachers to ensure that progress monitoring is taking place.</li> <li>• Teachers will receive continuous training and support in the area of data analysis through the quarterly Read 180 community meetings.</li> <li>• Three Teachers on Special Assignment will offer specific coaching and feedback to teachers in areas of Thinking Maps, Read 180/System 44, Marzano Strategies, data analysis and differentiation of classroom instruction.</li> <li>• CAHSEE intervention classes will be held during the school day by trained teachers for all EL students that did not pass the CAHSEE. Key Data Systems will provide OARS Diagnostic Instruments to identify specific needs of EL students not passing the CAHSEE to be used in CAHSEE Intervention training for teachers and specific class instruction.</li> <li>• Computers will be purchased to EL classes to allow students to access intervention programs.</li> </ul>	<p>Director of Curriculum Site Administrators TOSA's</p>	<p>January 2010 – June 2011</p>	<p>Title I, II, and III Site Funded (detailed under Professional Development)</p> <p>\$10,000 (Title III)</p>

<p><b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</b></p> <p>MVUSD met target participation and proficiency rates for Math for 2008 – 2009 and for all previous years. However, due to rising proficiency levels and the focus on Algebra for 8<sup>th</sup> graders, MVUSD will purchase Scholastic Math Inventory and Fraction Nation to assist all students in acquiring the skills needed to be successful in Algebra.</p>			<p>\$38,445 (Title III)</p>
<p><b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</b></p> <p>The LEA will allocate funds for professional development to assist teachers in building a broader repertoire of EL instructional strategies.</p> <ul style="list-style-type: none"> <li>• Elementary teachers (focus on grades 2<sup>nd</sup> &amp; 3<sup>rd</sup>) will attend GLAD training. They will develop lessons under the supervision of the LEA GLAD trainer.</li> <li>• Time will be made available for teachers to observe GLAD lessons.</li> <li>• Administrators will attend GLAD training.</li> <li>• Administrators will observe teachers to offer support and feedback.</li> </ul> <ul style="list-style-type: none"> <li>• All PLC teams will be trained in tools to facilitate data discussions and how to monitor progress of EL students toward goals.</li> </ul> <ul style="list-style-type: none"> <li>• Middle school and high school teachers will attend Thinking Maps Training for EL Students. They will develop lessons under the supervision of the LEA Thinking Maps Trainer.</li> <li>• Time will be made available for teachers to observe Thinking Maps lessons.</li> <li>• Administrators will attend Thinking Maps training.</li> <li>• Administrators will conduct classroom observations and offer teachers support and feedback.</li> <li>• High School teachers will be trained to offer CAHSEE intervention for EL students.</li> <li>• High School teachers will participate in Differentiated Instruction Through Universal Design presented by RCOE.</li> </ul>	<p>Director of Curriculum GLAD Trainer Administrators</p> <p>GLAD training will be conducted 3x year</p> <p>PLC Training will be conducted 2x year</p> <p>Thinking Maps Training will be conducted 2x year</p> <p>RCOE Workshop 1x year</p>	<p>January 2010 – June 2011</p> <p>February - March 2010 Sept. Oct. - March 2011</p> <p>August 2010 January 2011</p> <p>February 2010 Sept. 2011 February 2011</p> <p>March 2010 Sept. 2011</p>	<p>Title II and Title III</p> <p>\$27,500 (Title III)</p> <p>\$40,000 (Title II)</p> <p>\$12,500 (Title II &amp; III)</p> <p>\$11,250 (Title III)</p>





**Title III LEA IPA<sup>2</sup>  
Reader Evaluation Checklist**

<b>Name of LEA:</b> Murrieta Valley USD  <b>City:</b> Murrieta  <b>LEA CDS Code:</b> 3375200  <b>Region #:</b> 10	<b>Contact Person:</b> Char Gollogly  <b>Telephone:</b> 951-696-1600 x1209  <b>E-Mail:</b> cgollogly@murrieta.k12.ca.us
<b>Number Enrolled :</b> TIII Funding amt.: \$89,100 <b>EL</b> 924 <b>Immigrant</b> 0 <b>Total LEA</b> 924 <b>Immigrant Funding amt:</b> N/A	<b>Program Improvement:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, how many years in PI _____ <b>Consortia:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Reason for Identification</b> <b>Did not meet in 2007-08:</b>  AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> ELA <input type="checkbox"/> Math  Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math	<b>Reason for Identification</b> <b>Did not meet in 2008-09:</b>  AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Math  Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math
<b>Results (tools) Attach:</b>  <input checked="" type="checkbox"/> ELSSA <input type="checkbox"/> Academic Program Survey (APS) <input type="checkbox"/> District Assistance Survey (DAS) <input type="checkbox"/> Inventory of Services and Supports (ISS)	<b>Area of Improvement Needed:</b> <input checked="" type="checkbox"/> 1. Analysis of Data <input type="checkbox"/> 7. Immigrant <input type="checkbox"/> 2. ELD <input checked="" type="checkbox"/> 3. ELA <input type="checkbox"/> 4. Math <input checked="" type="checkbox"/> 5. Professional Dev. <input checked="" type="checkbox"/> 6. Parent Involvement

	Adequate	Incomplete	Missing
<b>1. Description of Factors (five-page max.)</b>			
A. Analysis of data based on CELDT, CST, CMA CAPA, and CAHSEE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Identify and describe factors contributing to failure to meet AMAO(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Strengths and weaknesses of current plan: Degree of implementation of:			
a. Instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parent Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Identifies activities to address areas of weakness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

<sup>2</sup> For technical assistance purposes only. Developed by the Language Policy and Leadership Office, California Department of Education, Sacramento, CA. September 2005, revised October 2009.

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The following refer to questions 2-7 on the IPA. Questions 2-4 should be completed only for the areas that the analysis of data indicates are areas that prevented the LEA from meeting AMAO targets.

**2. Strategies to improve Teaching and Learning (Based on data analysis)**

**Academic Area of need:**    \_\_\_ ELD, \_\_\_ R/LA, \_\_\_ Mathematics, \_\_\_ Professional Development

	<b>Adequate</b>	<b>Incomplete</b>	<b>Missing</b>
Specific activities related to program area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding Sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

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**3. Strategies to improve Teaching and Learning (Based on data analysis)**

**Academic Area of need:**    \_\_\_ ELD, \_\_\_ ELA, \_\_\_ Mathematics, \_\_\_ Professional Development

	<b>Adequate</b>	<b>Incomplete</b>	<b>Missing</b>
Specific activities related to program area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding Sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

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**4. Strategies to improve Teaching and Learning (Based on data analysis)**

**Academic Area of need:**    \_\_\_ ELD, \_\_\_ ELA, \_\_\_ Mathematics, \_\_\_ Professional Development

	<b>Adequate</b>	<b>Incomplete</b>	<b>Missing</b>
Specific activities related to program area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding Sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

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Items 5-6 must be addressed. Item 7 must be addressed if the LEA receives Title III Immigrant Education Funds.

**5. Professional Development**

**Adequate      Incomplete      Missing**

Support strategies and recommendations to increase parent involvement and outreach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding Sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

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**6. Parent Involvement**

**Adequate      Incomplete      Missing**

Strategies (beyond ELAC/DELAC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding Sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

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**7. Immigrant Education Program (if applicable)**

**Adequate      Incomplete      Missing**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:- \_\_\_\_\_

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**Reader Name**

**Signature**

**Date**

No further action necessary

Contact LEA personnel for clarification

Describe items that require further clarification

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