

**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
 (Summarize information from district-operated programs and approved school-level plans)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>Ia. Continued focus is on teachers planning and delivering systematic, explicit, academic vocabulary instruction, and differentiated reading and writing skill instruction to build students' fluency, comprehension and writing in ELA and Math and across all content areas. EL students will have access to all programs, classes and services provided to all Vaughn students. <u>Supplemental human and material resources will be utilized to strengthen and support EL language and skill development. All Title III subgrant monies will be used to purchase supplemental material resources for EL students.</u></p> <ul style="list-style-type: none"> <li>• <u>Sheltered learning environment:</u> Teachers will create classroom settings that foster conditions in which English learners feel comfortable, are provided opportunities to develop English language fluency, and effectively access curriculum.</li> <li>• <u>Learning standards:</u> All English learners will have access to appropriate ELD instruction that is designed, scheduled and provided based on their proficiency level. Vaughn will adhere to the State-adopted English Language Development learning standards for all English learners.</li> <li>• <u>Teaching standards and strategies :</u> Admin will calendar annual, ongoing, scheduled articulation and PD that will introduce and reinforce sound ELD instruction. Vaughn will implement and monitor performance rubrics for teachers that clearly delineate their responsibility in utilizing effective EL strategies in the classroom including:               <ul style="list-style-type: none"> <li>-Provide individualized instructional support and differentiated instruction to newcomers as well as our long-term EL's.</li> <li>-Teaming, flexible grouping and appropriate placement of EL students in classes on master schedules</li> <li>-Develop appropriate content and language goals for all lessons</li> <li>-Read, write and use vocabulary and academic language in meaningful and authentic ways</li> <li>-Consistently check for understanding</li> <li>-Develop lesson plans that integrate explicit listening, speaking and comprehension development.</li> <li>-Focus on higher-level academic language, comprehension skills, and writing.</li> </ul> </li> </ul>	<p>6/2015- Admin, Curriculum &amp; Instruction Teacher/ members, EL coaches and parent reps will recommend/select materials and software appropriate for EL instruction</p> <p>7/2015-Admin orders materials selected</p> <p>Use and implementation of materials will remain ongoing throughout the year as appropriate</p> <p>Teaching standards and strategies to be ongoing, implemented by teachers and support staff and monitored by admin, EL coaches and peer mentors throughout year</p>	<p>ELD classroom materials -</p> <p>Literacy resource materials</p> <p>Supplemental software</p>	<p>\$13,434</p> <p>\$22,281</p> <p>\$36,350</p>	<p>Title III</p> <p>Title III</p> <p>Title III/LCFF</p>

<p>-Use of authentic, student experiences and prior knowledge for lesson development and assessment          -Maximum opportunities through cooperative learning for students to initiate and participate in discussions on topics with open-ended responses          -Gradual and timely progression from writing simple responses to independently composing letters and reports using all steps of the writing process across all content areas.          -Conduct home visits, outreach to parents and provide access to literature for the home.</p> <p><u>b. Total amount of our Title III subgrant will be used for materials and resources that will help accelerate English language acquisition and academic skill development for all EL's. Teachers will utilize state-adopted instructional materials that are linguistically and conceptually appropriate for EL's including language-arts adopted texts (ELD component of McGraw Hill, support materials for Houghton Mifflin -Math). Additional resources include English 3D, AVENUES, Read 180, System 44, Scholastic Student News Subscription, Flocabulary, Grammar Use and Mechanics (G.U.M.), Vocabulary Spelling City, Classroom libraries, and multi-leveled literature books which include collections of scaffold, high-quality, high-interest reading geared for English learners.</u></p> <p>c. Accountability: Our Curriculum Committee meets once a month to discuss, evaluate and make recommendations for all EL program-related activities, materials and student progress. In addition, each grade level meets and plans weekly with their EL curriculum coach to address the ongoing needs and desired outcomes of all English learners (we have one coach for PK-1st, one for 2nd-3rd, one for 4th-5th, one for middle school, and one for high school). Achievement objectives in reading and mathematics as measured by State-wide assessment system (when results available), NWEA (3 x's annually), adopted texts unit/chapter assessments and writing samples (2x's annually) will be used to measure ELA and Math progress for EL's. Annual CELDT and LOTS (assessed 2-3 x's annually) will be performed and monitored to measure the English proficiency of English learners and to assure that appropriate placement and instructional services are provided</p> <p>d. Parental and community participation – Vaughn's governing committees under the Charter School process includes three decision-making committees (Curriculum, Business and Partnership). Each committee is composed of 50% parents/community members and 50% staff. These Committees have full decision making in the development and implementation of our programs for English learners and our LEAP. At least 80% of the committee parent members are parents of English learners who can provide input, feedback, decisions as well as monitoring of all program activities and effectiveness.</p>	<p>Admin. Curriculum committee Teacher reps, EL coaches Curriculum meeting scheduled every 1<sup>st</sup> Tuesday of the month, EL articulation mtg 1x weekly, coaching daily Assessment-CELDT 1x annually, NWEA minimum 3x's annually (beg,mid,end of yr), LOTS 2-3 x's, annually, writing samples 2x's annually</p>	<p>5 EL coaches          20 Writing Evaluators</p>	<p>\$544,000          \$10,000</p>	<p>LCFF          LCFF</p>
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<p>These Committees meet once a month. In addition, Vaughn provides regularly scheduled parent education class for families of English learners. Vaughn Family Center, along with our Partnership/EL Advisory Committee, help plan and coordinate various parent involvement activities which address the needs of parents of English learners. Parents and students are provided annual subscriptions to scholastic news and a variety of software for home use. A community computer lab is made available for student and community use during and after school hours. An administrator is assigned to assist, plan, and implement community and EL parent activities, meetings, training, etc.</p>	<p>EL Parents, teacher reps on governance committees, Director of Youth and Community Development. EL parents on Governance committees including the Partnership/ELAC meetings are held 1<sup>st</sup> Tuesday of every month Training and Information Forums are held 1x monthly throughout the year</p>	<p>Director of Youth and Community Development</p>	<p>\$74,000</p>	<p>LCFF</p>
<p>2. ELA OBJECTIVE: ELD standards will be utilized to assist EL students in accessing SBE adopted ELA and related core curriculum based on their identified academic skill and English language proficiency levels. EL students who are performing below grade level standards will receive strategic instructional support and/or intensive interventions based on their assessed academic and language needs.</p> <ul style="list-style-type: none"> <li>• <b>ACADEMIC TECHNOLOGY PROGRAMS</b> Tech based academic support and extended learning opportunities will be provided through the following software programs: My Access, Read 180, System 44, Scholastic Reading Counts, Ooka Island, Ticket To Read, Brain Pop and Vocabulary Spelling City.</li> <li>• <b>INSTRUCTIONAL PRACTICES</b> -We will continue Vertical Articulation across all grade levels and content areas with a focus on EL literacy development and cross-curricular writing -We will continue to develop understanding and implement use of the new ELD standards and CCSS framework -We will develop and implement Pacing Plans &amp; Assessments with ELD/CCSS alignment appropriate to EL students' served -We will continue to implement English 3D resources as appropriate for EL students in secondary classes -Universal Access components and support materials to core curriculum will be utilized when appropriate to assist all students in accessing content -Teachers will systematically use assessments to determine mastery of CCSS</li> </ul>	<p>TA's, Intervention Teachers provide support and intervention services throughout year as appropriate</p> <p>Admin, EL coaches, Teachers and support staff Ongoing throughout the year</p>	<p>6 TA's 3 Intervention Teachers</p>	<p>\$81,360 \$358,400</p>	<p>Title I LCFF</p>

<p>ELA/ELD and academic content standards (including NWEA for schoolwide monitoring).      *All teachers will follow pacing plans and deliver formal and informal formative and summative assessments to determine students' progress towards mastery of standards (as scheduled per grade/content area):</p> <ul style="list-style-type: none"> <li>- Chapter/Unit Tests</li> <li>-Writing Samples</li> <li>- Scholastic Reading Counts for Lexile</li> <li>-Use of Universal Screeners: measuring CELDT levels, Fluency, Lexile, Components of Diagnostic Assessment (determined by each grade level), and NWEA Benchmark Assessments</li> <li>-Language Observation Task System (LOTS)</li> <li>-Scholastic Phonics Inventory and other Tech-based extended learning software</li> <li>-Teacher developed Extended Response chapter/unit, questions, and quizzes developed to assess higher level/critical thinking</li> <li>- Development of Unit/chapter Performance tasks/PBL authentic assessments aligned to CCSS</li> </ul> <p>The following schoolwide assessments will be systematically scheduled, administered: and results analyzed for all EL's:</p> <ul style="list-style-type: none"> <li>-Writing Samples</li> <li>-Lexile</li> <li>-LOTS</li> <li>- Northwest Evaluation Association Measures of Academic Performance (NWEA-MAP)</li> </ul> <p>MATH OBJECTIVE: All EL students will have access to the Common Core State Standards Mathematics curriculum based on their identified academic skill and English language proficiency levels. Students who are performing below grade level standards will receive strategic instructional support based on their assessed language and instructional needs. EL students who are more than two grade levels below grade standards will be provided with intensive interventions.</p> <ul style="list-style-type: none"> <li>• <b>ACADEMIC TECHNOLOGY PROGRAMS</b>        -Tech based academic support and extended learning opportunities will be provided through the following software programs: DreamBox, BrainPop, IXL, ALEKS, Khan Academy, Moving with Math Learning System,</li> <li>• <b>INSTRUCTIONAL PRACTICES</b> will support students in the development and mastery of Common Core State Standards in Math.        -Teachers will utilize the CCSS mathematics curriculum framework, ELD standards and SBAC blueprints to develop and implement math lessons appropriately aligned to EL students' language proficiency levels .        Administration will provide teachers with CCSS PD, support resources and</li> </ul>	<p>Admin, EL coaches, Teachers        NWEA will be scheduled 3x's annually (begin, mid, end of year)</p>	<p>NWEA contract</p>	<p>\$10,000</p>	<p>LCFF, CCSS Funds</p>
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<p>time to develop lessons</p> <ul style="list-style-type: none"> <li>-Teachers will plan and utilize culminating tasks, projects, performance tasks, and constructed and expanded response questioning to provide students with opportunities to apply mathematical reasoning in solving real-world problems</li> <li>-Teachers and administrators will develop and format quizzes and tests to align with CCSS item type math questions (SR, CR, ER, PT and TE) while integrating appropriate ELD standards and using SBE and SBAC supported materials.</li> <li>-Teachers will continue to work and collaborate in grade/department level teams to further develop, differentiate and incorporate new CCSS and ELD standards into instructional planning and lesson delivery.</li> <li>-Teachers will systematically use assessments to determine individual and schoolwide EL student mastery of CCSS Math Standards.</li> <li>-Teachers and Administrators will develop formative assessments (chapter and unit tests) that are aligned to CCSS math standards and that include all levels of Depth of Knowledge (DOK) and incorporate multiple practices of all CCSS item types of assessment while also integrating ELD standards as appropriate. Benchmark assessments will also be used to evaluate EL student progress</li> <li>-Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP) interim assessments will be used to measure individual EL student achievement, as well as school wide achievement and growth over time.</li> </ul> <p>2c. ELD OBJECTIVE: Educational activities to improve language proficiency and academic achievement for EL's will be provided through:</p> <ul style="list-style-type: none"> <li>-Use of differentiated instruction to access SBE adopted curriculum (Houghton-Mifflin, McGraw Hill, AVENUES) including the universal access components and support materials for all core subjects.</li> <li>-Use of Teaming and flexible grouping to help provide appropriate placement and scheduling of daily ELD instruction</li> <li>-Appropriate class placement of secondary EL students on master schedules.</li> <li>-PK students' ELD and readiness levels will be measured through DRDP-2010</li> <li>-Tech based academic support and extended learning opportunities will be provided through Read 180, System 44</li> <li>-Ongoing implementation of Thinking Maps</li> <li>-Supplemental materials and universal access components are utilized for core Science and Social Studies programs</li> <li>-Enrichment classes (music, drama, arts, engineering, Robotics) will be offered to provide additional opportunities to develop vocabulary development. Support for language development is also provided through:</li> <li>-Intervention labs for newcomers and EL students in Tiers 2 &amp; 3</li> <li>-Leveled readers</li> <li>-ELD articulation meetings held at least 1 time per month within grade level teams and weekly coaching and mentoring for teachers provided by EL</li> </ul>	<p>Teachers, Admin, EL coaches Services and practices will be ongoing daily throughout the year</p> <p>ELD Articulation meetings will be held a minimum of 1x per month and weekly or daily coaching and mentoring as appropriate.</p>			
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	coaches and admin				
	<b>Description of how the LEA is meeting or plans to meet this requirement.</b>	<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>

Required Activities	<p>3. High-level professional development for teachers, admin, and other school or community-based personnel:</p> <p>Ongoing staff development to assist admin, coaches, teachers and TA's will be calendared annually to better understand and implement the new ELD levels and standards and how they align with the CCSS. EL coaches and admin will receive additional training on ELD standards and EL practices as well as provide weekly training and mentoring to assigned teachers, TA's and support staff. Continued PD, coaching and time will be offered to help teachers design lesson plans that include language goals, strategies and scaffolds appropriate to the needs of our EL's. Continued focus on differentiating instruction and building critical thinking skills specifically in ELA and Math and across all core subjects will be reinforced through PD for staff and related workshops provided to parents. PD on 2 pupil free days and 3 shortened days provided at the beginning of the school year will focus on EL articulation and building home connections to help staff better understand and plan for El students' language, academic, social-emotional and family needs.</p> <p>b. Understanding and use of curricula, assessment measures and instructional strategies for EL's: Training, practice and observation to enhance teachers' ability to plan, develop and utilize appropriate curricula, strategies and assessment will be implemented and reinforced on a daily basis. Admin, EL coaches and peer mentors will implement intensive teacher assistance and review process through co-teaching, team teaching, daily classroom observation and mentoring. Coaching provided by our university partner will also be ongoing a minimum of one time monthly in ELA, Math and co-teaching strategies.</p> <p>c. Effectiveness of PD in increasing students' English proficiency or teacher knowledge and skills: We will continue to contract and receive professional training and coaching from LACOE and CSUN. This training will focus on improving instruction by: implementing and monitoring instructional theory that is grounded on current theory and research and developed by experts in the field of ELD, expert practitioners and university educators, by using assessments aligned to statewide standards that are standardized and inform instructional practice, building school collaboratives that consistently analyze student data and adjust instruction and teaching practices to enhance student achievement, and by embracing the connection between language needs (ELD standards) and skill development (content standards).</p> <p>d. Long-term effects: Because Vaughn serves a large number of English learners, we will continue to commit whatever human and material resources are deemed necessary to prepare staff for effective teaching of EL students and support El students for the achievement and mastery of skills necessary for graduation, college and career. We will continue to invest in quality professional development opportunities for all staff to ensure sustained exemplary teaching performance which in turn, leads to higher levels of EL student performance.</p>	<p>Coaches, CSUN &amp; LACOE personnel, teachers, Teacher's assistants</p> <p>Coaches will receive trainer of trainers PD as scheduled and made available by LACOE this year CSUN will provide 1 ELA/ELD, 1 Math and 1 co-teaching PD per semester and on-going coaching throughout the year</p>	<p>CSUN Contract LACOE PD costs</p>	<p>\$16,000 \$10,000</p>	<p>Title I/LCFF</p>
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Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Upgrade program objectives and effective instruction strategies. <b>Yes or No? If yes, describe:</b></p>				
<p>5. Provide –</p> <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students; and</li> <li>b. intensified instruction.</li> </ul> <p><b>Yes or No? If yes, describe:</b></p> <ul style="list-style-type: none"> <li>• Small group re-teaching or intervention instruction will continue to be provided to EL's by teachers within the instructional day through teaming, co-teaching, or scheduling of double English or math classes</li> <li>• Morning, Afterschool or Saturday tutoring for EL's identified in Tier 2 or 3 will be offered</li> <li>• CAHSEE prep classes/tutoring for EL students struggling to pass ELA and/or Math components will be provided</li> <li>• TA's and intervention teachers will provide support services to EL students as deemed necessary throughout the year</li> </ul>	<p>TA's &amp; Intervention teachers-as needed throughout year</p>	<p>As indicated above</p>		<p>Title I, LCFF</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services. <b>Yes or No? If yes, describe:</b></p>				
<p>7. Improve the English proficiency and academic achievement of LEP children. <b>Yes or No? If yes, describe:</b> We continue the need to further develop the skills of our long term EL's and to provide higher level skill development to push our EL students that remain in the Basic level of ELA into Proficiency. We have made positive student achievement gains through the systematic use of the following materials and will continue to purchase and implement them:</p> <ul style="list-style-type: none"> <li>• 3D English resources for our 6th-12<sup>th</sup></li> <li>• Avenues</li> <li>• ELD components of Treasures</li> <li>• Software tutorials</li> </ul>				

<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul> <p><b>Yes or No? If yes, describe:</b></p> <ul style="list-style-type: none"> <li>● Pre-school with a language development focus is made universally accessible to our community (primarily Spanish speaking) to provide early educational opportunities to EL students. PreK staff are included in our EL related staff development.</li> <li>● Monthly parent forums that provide information and workshops on academic programs including literacy, math, Project-based instruction, English language development, State Accountability reports, College Preparation and other identified areas of need requested by our parents. These forums are presented in English and Spanish and childcare is provided.</li> <li>● Monthly Coffee with the Directors</li> <li>● Monthly Partnership/Bilingual Advisory meetings</li> <li>● Parent classes offered on campus daily (morning and evening) including English, GED, parenting, Nutrition/Fitness, Citizenship, computer literacy and more</li> <li>● Partnerships with various community agencies that provide family services including enrichment activities and health &amp; social services</li> <li>● Community computer labs that are accessible for community use throughout the day and evenings</li> <li>● School/community activities provided</li> </ul>	Admin/teachers, Ongoing throughout year		\$1,500,000	State Pre-School Program Funds
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul> <p><b>Yes or No? If yes, describe:</b></p> <ul style="list-style-type: none"> <li>● We have added computer labs on all campuses to provide all students an</li> </ul>		Computers	\$69,000	CCSS funds

	<p>opportunity to be exposed to computer skill development and practice. We will continue to provide Read 180 and System 44 computer labs to assist our long-term EL's in developing literacy and comprehension skills and tutorial software that can be used for literacy and math skill development at school and home</p>				
	<p>10. Other activities consistent with Title III. <b>Yes or <u>No</u>? If yes, describe:</b></p>				

**Plans to Notify and Involve Parents of Limited-English-Proficient Students**

	<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>
<p><b>Related Activities</b></p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is,</li> </ul>	<ul style="list-style-type: none"> <li>• Individual conferences are held when Home Lang survey is completed to help determine primary language of students and identified need for CELDT testing. Within 30 days of initial enrollment, each student whose home language is other than English on the Home Language Survey is assessed for English proficiency with the CELDT. Information is provided to parents/guardians regarding the CELDT and need for testing student. Within 30 days at beginning of school or within two weeks of student's placement in program, a Parent/School Personnel conference is held to explain proficiency results, child's designation, description of program options, program placement, reclassification criteria to exit program, and EL supports for graduation and individualized education programs for EL special education students</li> </ul>	<p>Admin, EL coaches, teachers Conferences are held with parents at beginning of school year or at enrollment of student and after receiving CELDT results.</p> <p>Trained teachers and support personnel administer the CELDT test during testing window at beginning of</p>		

	<p>or will be participating will meet the educational strengths and needs of the child;</p> <p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p> <p>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</p> <p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ol style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ol>	<ul style="list-style-type: none"> <li>• Parents/guardians of EL students are informed annually, within 30 days of beginning of the school year and within 30 days following receipt of testing results from testing contractor, of proficiency results, child’s designation, description of program options, program placement, reclassification criteria to exit program, and EL supports for graduation and individualized education programs for EL special education students</li> <li>• A copy of child’s results are provided and explained to parents, a copy is placed in cumulative record</li> <li>• Parent Forums are also held to explain EL process for identification, meaning of CELDT results, program options available, supports and services provided to assist EL students to graduate, and ELD goals that are included in an IEP to support EL students eligible to receive special education services. All information is provided in English and Spanish, verbally and in writing.</li> <li>• Instructional services and supports are explained and parents are allowed to select if they want their child to participate in programs and/or additional afterschool services that are offered.</li> <li>• Rights to additional assistance and services to prepare an EL student for graduation are explained and provided to students and parents verbally and in writing and are publicly posted at our high school.</li> <li>• Reclassification process is explained to parents and they are informed of the criteria. When their child is recommended for reclassification they are informed in writing and are consulted to provide their opinion and participate in their child’s reclassification process</li> <li>• EL students eligible for Special Ed services receive an ELD goal in their IEP to ensure that the appropriate interface of services are provided.</li> </ul>	<p>year and within 30 days of enrollment of student</p>		
	<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year:</p>				

	<p>not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>				
	<p><b>LEA Parent Notification Failure to Make Progress</b>          If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>Written notification of Program Improvement status due to failure in meeting AMAO-3 targets is provided no later than 30 days after beginning of the school year. We also, annually hold a parent forum where we provide information and explain accountability measures and inform parents of Vaughn’s results.</p>			