

Early Literacy Support Block Grant Annual Report

Implementation Year 1: 2021–22

(REV. 04/2022)

Based on the root cause analysis and needs assessment conducted during the Planning Year (2020–21), Early Literacy Support Block (ELSB) Grant participating local educational agencies (LEAs) developed three-year literacy action plans that include goals and actions to improve literacy instruction at each eligible school. The literacy action plans identify metrics to measure progress toward the goals and planned expenditures, which fund supplemental activities targeted for kindergarten and grades one to three, inclusive.

On an annual basis, each LEA with an eligible school shall submit to the California Department of Education, the school site council at each eligible school, and the governing board or body of the LEA a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the LEA's website.

For Implementation Year 1 (2021–22), the LEA Program Lead shall complete the template below for each eligible participating school and submit this form to ELSBGrant@cde.ca.gov between **June 30, 2022** and **July 30, 2022**.

LEA Name: Mountain Empire Unified School District

Program Lead: Christi Martelli/Principal Sheri Miller/Grant Lead

Email/Phone: sheri.miller@meusd.org 619-478-5930

Fiscal Lead: Gary Hobelman Email/Phone: gary.hobelman@meusd.org

Eligible Participating School(s) – select box next to the site for which this report applies:

<input checked="" type="checkbox"/> 1. Potrero Elementary Dual Language Academy	<input type="checkbox"/> 6. Select to enter text.
<input type="checkbox"/> 2. Select to enter text.	<input type="checkbox"/> 7. Select to enter text.
<input type="checkbox"/> 3. Select to enter text.	<input type="checkbox"/> 8. Select to enter text.
<input type="checkbox"/> 4. Select to enter text.	<input type="checkbox"/> 9. Select to enter text.
<input type="checkbox"/> 5. Select to enter text.	<input type="checkbox"/> 10. Select to enter text.

Supporting Agency or Agencies: ELSB Grant Expert Lead in Literacy

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LEA URL for public posting of ELSB Grant Reports:

<https://www.meusd.org/Departments/Educational-Services/index.html><https://www.meusd.org/Departments/Educational-Services/Early-Literacy-Support-Block-Grant/index.html>

NOTE: Please indicate N/A in all sections that do not apply.

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- In review, please complete the chart below to specify the practices and unmet needs, identified when conducting the root cause analysis, of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in English language arts (ELA). [SB98 Sec113 (b)(d2A)]

2020–2021	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	We are the only school in our district to take part in the ELSB Grant program.	N/A	Area of strength	N/A
Social-emotional learning	N/A	N/A	Area of strength	N/A
Experience of pupils below grade-level standard on the ELA content standards	N/A	N/A	After reviewing best practices for teaching foundational reading skills and looking at our reading data, our Early Literacy Team analyzed our current core ELA program. We noted areas where the core program was deficient in foundational reading skills practice. We created a problem statement and used Jamboard to identify possible root causes as	The root causes were needs in our current curriculum and instruction, inconsistent assessments or lack of assessments, dual language program concerns, and professional development needs.

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			to why our students were not able to read and comprehend grade level complex texts by 3rd grade. We then created a fishbone diagram. Four main possible root causes were revealed.	
Experience of families of pupils below grade-level standard on the ELA content standards	N/A	N/A	N/A	N/A

2. In review, please complete the chart below to specify the previously identified areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2020–2021	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	We are the only school in our district to take part in the ELSB Needs Assessment.	N/A	This was not an area of strength	We need an improved curriculum plan including high-quality K-3 literacy teaching and support for literacy learning.
	N/A	N/A	We are a PBIS school so we have data on	We need an effective assessment plan

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Data on effective practices (<i>reference previous chart</i>)			effective practices for behavior but not academics.	including screening, progress monitoring, data collection system, assessment calendar, and data analysis protocols.
Data on ineffective practices (<i>reference previous chart</i>)	N/A	N/A	N/A	N/A
Equity and performance gaps	N/A	N/A	N/A	We need evidenced based supplemental programs that will support our core ELA program in the area of foundational reading skills.

3. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address access to **high-quality teaching**. [SB98 Sec113 (b)(e1A-D)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Hiring of literacy coaches or instructional aides to provide support to	Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms	<ul style="list-style-type: none"> By August 2021, hire a literacy coach to work with students in grades K-3, focusing specifically 	All teachers K-3 implemented Heggerty and Foundations with fidelity.	A majority of our K-3 students are testing below proficiency in phonemic awareness

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<p>struggling pupils, including, among others, bilingual reading specialists to support English learner programs.</p>	<p>Goal 2 Collect and analyze valid, predictable data.</p> <p>Goal 3 Create a sustainable Early Literacy program K-3.</p>	<p>on foundational reading skills using Heggerty Phonemic Awareness and Foundations curriculum. (Goal 1)</p> <ul style="list-style-type: none"> ● By September 2021 create a coaching schedule (Goal 1) ● By June 2022, the literacy coach will analyze DIBELS 8/IDEL data 3 times per year to form intervention groups. (Goal 2) ● By June 2022, the literary coach will coach teachers to analyze DIBELS 8/IDEL data and form intervention groups. (Goal 3) 	<p>Metric: Classroom observations and walk throughs. All teachers K-3 utilized and analyzed mClass DIBELS data. Metric: Amplify mClass reports and teacher data conferences.</p>	<p>and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.</p> <p>Positive Outcome: A part time coach was hired to coach teachers on new curriculum and assessment data.</p>
<p>Development of strategies to provide culturally responsive curriculum and instruction</p>	<p>This was not an area of need.</p>	<p>N/A</p>	<p>N/A</p>	<p>Our school is currently implementing a state approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our</p>

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				implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils		<ul style="list-style-type: none"> ● By September 2021, begin LETRS 2 year professional development training for all teachers, instructional aides, literacy coach, and principal. ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up. (Goal 1- 3) <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness ○ Foundations 	<p>All school staff is enrolled in the 2 year LETRS program. Metric: LETRS site checklist</p> <p>K-3 English and Spanish teachers have implemented Heggerty. K-3 English teachers have implemented Foundations. Metric: Classroom observations and walkthroughs</p>	<p>A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more knowledgeable in understanding how students learn how to read. The LETRS training can help us accomplish this. Our teachers will need training in the new supplemental programs and data systems programs we are purchasing as well.</p>
Professional development for teachers and school	N/A	N/A	N/A	Our school is currently implementing a state approved core curriculum that includes

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<p>leaders regarding implementation of the curriculum framework for ELA/English Language Development (ELD) adopted by the State Board of Education (SBE) pursuant to Section 60207 of the <i>Education Code</i> and the use of data to support effective instruction</p>				<p>ELD instruction. We have been focused on improving and deepening our implementation of the curriculum. All teachers and school leaders have attended the EL Rise trainings on the English Learner Roadmap, CAFE trainings on integrated and designated ELD instruction in the classroom, and have been GLAD trained. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
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4. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **support for literacy learning**. [SB98 Sec113 (b)(e2A-B)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
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<p>Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA/ELD adopted by the SBE, but only if the literacy action plan also includes professional development for staff on effective use of these materials</p>	<p>Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms</p> <p>Goal 2 Collect and analyze valid, predictable data.</p> <p>Goal 3 Create a sustainable Early Literacy program K-3.</p>	<ul style="list-style-type: none"> ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up. (Goals 1-3) <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness ○ Foundations ○ CABE - thematic unit mapping training ○ mClass data system ○ iStation ● By September 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan, as well as cycles of improvement. (Goal 3) 	<p>We have implemented all purchased curriculum as observed by the Literacy Coach. We have used mClass data to form intervention groups.</p>	<p>Through purchasing Heggerty Phonemic Awareness and Foundations to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing this curriculum will allow students to be placed in differentiated groups based on the DIBELS 8 screening assessments.</p>
<p>Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments</p>	<p>Goal 2 Collect and analyze valid, predictable data.</p>	<p>By August 2021, purchase mCLASS DIBELS 8 and IDEL online assessment system and provide initial and ongoing training of the programs throughout the implementation year. (Goal 2)</p>	<ul style="list-style-type: none"> ● mCLASS DIBELS 8/IDEL data Benchmark complete 3X a year BOY/MOY/EOY ● Assessment calendar ● Data Conference Schedule 	<p>Through purchasing mCLASS DIBELS 8 and IDEL online assessment system, we will provide an aligned assessment and monitoring system that can provide targeted reports which will help track and monitor student progress and allow students to be</p>

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				placed in differentiated groups based on the assessment results.
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5. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address ***pupil supports***. [SB98 Sec113 (b)(e3A-E)]

2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction	N/A	N/A.	N/A	We already have a before and after-school program at our school site funded by ASES. We are working with them to collaborate on ways they can help support our Early Literacy program in the before and after-school programs. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Extended school day to enable implementation of	N/A	N/A	N/A	Because we are a school-wide Title 1 school, all students

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breakfast in the classroom or library models to support expanded literacy instruction				receive free breakfast and lunch. We are also located right next to Potrero Library. All our teachers have access to the library. In addition, in the 2019-20 school year we created a leveled reader resource center on campus filled with multiple copies of leveled reading books at all levels aligned to Accelerated Reader. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil's time in school	N/A	N/A.	N/A	We are a PBIS school. All our students fall within Tier 1 of our PBIS program. Student behavior is not a barrier to learning and is not a concern.

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Strategies to implement research-based social-emotional learning approaches, including restorative justice	N/A	N/A	N/A	Our school uses <i>Second Step</i> social-emotional curriculum. We have had great success with this program. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
Expanded access to the school library	N/A	N/A.	N/A	Our school does not have a school library. We utilize the public library next store and have a leveled reader resource center. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.

6. Based on the root cause analysis and needs assessment, identify the action items and metrics described in the literacy action plan for each eligible participating site to address **family supports**. [SB98 Sec113 (b)(e4A-E)]

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2021–2022	Specific Goal	Specific Action	Metrics for Assessment Towards Achievement of the Goal	Rationale for Positive/Negative Outcome
2021–2022	N/A	N/A	N/A	Through our Project Cal-Well Grant, our district has provided training on Compassionate Trauma Responsive Schools. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.
2021–2022	N/A	N/A	N/A	Through our Project Cal-Well Grant, our district has provided training on Youth Mental Health First Aid USA. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan
2021–2022	N/A	N/A	N/A	Our district is currently working with the San Diego Office of Education (SDCOE) on

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and the response to intervention approach				<p>MTSS training. We have a district MTSS team and are creating an action plan to roll out this process to each of our school sites. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
Development of literacy training and education for parents to help develop a supportive literacy environment in the home	<p>Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms</p>	<p>By June of 2022, we will hire PIQE, a parent engagement training group to offer Literacy training to all our parents. (Goal 1)</p>	N/A	<p>By hiring PIQE, they will provide the following parent trainings on literacy:</p> <ul style="list-style-type: none"> ● Strengthening your child’s literacy skills ● Reading stages and skills ● Purposeful reading strategies 1: Word Recognition strategies ● Purposeful reading strategies 2: Fluency and comprehension ● Purposeful reading strategies 3: Fluency, comprehension, and writing ● Supporting your child’s reading program at home

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Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs	Goal 1 Provide an explicit systematic foundational skills program in grades K-3 with fidelity across classrooms	By June of 2022, we will hire PIQE, a parent engagement training group to offer trainings to parents regarding how to address their student's literacy needs. (Goal 1)	N/A	By hiring PIQE, they will provide the following parent trainings regarding how to address their student's literacy needs. <ul style="list-style-type: none"> ● Establishing the collaboration between home, school, and community ● Fostering self-esteem and academic achievement ● Relating positive discipline with academic achievement ● Understanding the school system
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7. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current practices and unmet needs identified for addressing the root cause of having the highest percentage of pupils in grade three scoring at the lowest achievement standard level, also referred to as the Level 1 achievement level, on the consortium summative assessment in ELA. [SB98 Sec113 (b)(d2A)]

2021–2022	LEA Practices	LEA Unmet Needs	School-Level Practices	School-Level Unmet Needs
School climate	District is not part of ELSB grant only our school site	N/A	We will continue to implement PBIS and track student behavior through SWIS	N/A

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Social-emotional learning	N/A	N/A	We will continue to implement 2nd Step for SEL.	N/A
Experience of pupils below grade-level standard on the ELA content standards	N/A	N/A	We have implemented Heggerty for phonemic awareness and Foundations for phonics to supplement our core curriculum. We have implemented mClass DIBELS for BOY/MOY/EOY assessments. We have created intervention groups based on the DIBELS screening data and follow up diagnostic data. We progress monitor to assess effectiveness of interventions. Tier 2 intervention takes place daily in each classroom led by the classroom teacher and supplemented with the iStation computer program.	There are students scoring below benchmark on DIBELS data who do not receive pull out Tier 2 services due to lack of personnel. We need a bilingual literacy paraprofessional to meet the needs of the below level students.

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			Tier 2 intervention also occurs as a pull out program by the literacy TOSA.	
Families of pupils below grade-level standard on the ELA content standards	N/A	N/A	We hosted two literacy meetings for parents through PIQUE.	Our district has discontinued PIQE. For the 22/23 school year, we will host meetings led by district personnel.

8. Following the first year of implementation, please reassess the needs by completing the chart below to specify the current areas of strength and weakness of both the eligible school and the LEA with regard to literacy instruction in kindergarten and grades one to three, inclusive. [SB98 Sec113 (b)(d2B)]

2021–2022	LEA Strength	LEA Weakness	School-Level Strength	School-Level Weakness
Pupil performance data in ELA	District is not part of ELSB grant only our school site	N/A	DiBELS mClass Data K- BOY 94% Well Below/Below EOY 48% WB/B 1- BOY 94% Well Below/Below EOY 73% WB/B 2- BOY 90% Well Below/Below EOY 33% WB/B 3- BOY 83% Well Below/Below EOY 52% WB/B	We made progress in decreasing the students well below and below grade level and increased the students at and above grade level. At the beginning of the year only 10% of our students were at or above grade level. At the end of the year 50% of our students

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			<p>At the beginning of the year 90% of our students were well below or below grade level.</p> <p>At the end of the year 50% were below and well below.</p> <p>40% of our students progressed from well below/below grade level to at/above grade level.</p>	<p>were at or above grade level. We made progress but 50% of our students remain below grade level.</p>
Data on effective practices (<i>reference previous chart</i>)	N/A	N/A	<p>According to DIBELS mClass data, we are strong in phonemic awareness and decoding. We believe this is due to our implementation of Heggerty and Foundations in our Tier 1 curriculum to supplement our foundational reading skills instruction.</p>	<p>According to DIBELS mClass data, we are weak in fluency and comprehension.</p>
Data on ineffective practices (<i>reference previous chart</i>)	N/A	N/A	N/A	<p>We implemented Lexia English for ELD. The program was not successful due to technical issues and</p>

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				grade level accessibility. We will discontinue the contract for the 22/23 school year.
Equity and performance gaps	N/A	N/A	We created a school wide intervention block for all grade levels. We implemented iStation to assess and differentiate to accommodate all students in English and Spanish. We hired an Early Literacy TOSA to target specific areas of need in a pull out program.	In addition to iStation, we need to implement teacher led groups to target specific needs during the intervention block. 50% of our students are below grade level which shows a need for additional intervention services. As stated above, we need personnel to support our students who have not met grade level standards.

9. Based on the reassessment of the needs, identify the action items and metrics described in the literacy action plan for each eligible participating site to more effectively address the areas described in the literacy action plan. [SB98 Sec113 (b)(e3A-D)(e2A-B)(e3A-E)(e4A-E)]

2021–2022	Original Action Item(s)	Adjusted Action Item(s)	Justification for the Changes	Goal and Tools for Assessment Towards Achievement of the Goal
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<p>Access to high-quality instruction</p>	<ul style="list-style-type: none"> ● By August 2021, hire a literacy coach to work with students in grades K-3, focusing specifically on foundational reading skills using Heggerty Phonemic Awareness and Foundations curriculum. ● By September 2021 create a coaching schedule ● By June 2022, the literacy coach will analyze DIBELS 8/IDEL data 3 times per year to form intervention groups. (Goal 2) ● By June 2022, the literary coach will coach teachers to analyze DIBELS 8/IDEL data and form intervention groups. 	<p>By August 2022, we will hire a bilingual instructional aide to meet the needs of the students below grade level in K-3 as determined by DIBELS data. Guided by the Early Literacy TOSA, the aide will work with small groups of students in and out of their classrooms.</p>	<p>The literacy coach/intervention teacher (Early Literacy TOSA) is spending most of the time meeting with students and will not be able to meet the needs of the new teachers in the 2022-23 school year. We anticipate four new teachers in the K-3 group and a new ELSB team.</p>	<p>SSC meeting approval notes June 9, 2022</p> <p>https://drive.google.com/file/d/10BfpMM-xYYNiivE96Ina7BsJ0CiqMmCb/view?usp=sharing</p> <p>The Early Literacy TOSA will train and monitor the instructional aide.</p>
<p>Support for literacy learning</p>	<ul style="list-style-type: none"> ● By September 2021 purchase supplemental curriculum and provide initial training for all K-3 teachers with monthly follow up. (Goals 1-3) <ul style="list-style-type: none"> ○ Heggerty Phonemic Awareness 	<p>There are no changes in the action items for 2022-23.</p>	<p>N/A</p>	<p>Early Literacy TOSA will coordinate professional development for curriculum and assessment programs for new hires.</p>

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	<ul style="list-style-type: none"> ○ Foundations ○ CAFE - thematic unit mapping training ○ mClass data system ○ iStation ● By September 2021, develop a monitoring plan to include data collection to assess implementation of a professional learning plan, as well as cycles of improvement. (Goal 3) 			
Pupil supports	N/A	N/A	N/A	N/A
Family supports	By June of 2022, we will hire PIQE, a parent engagement training group to offer Literacy training to all our parents. (Goal 1)	By May 2023, host two literacy events for parents based on parent interest survey. By September 2022, implement Abound vocabulary development app for parents as part of a district wide implementation.	Our district has discontinued the contract with PIQE. Our district has purchased the Abound vocabulary development program for parents of students in grades K-3.	We will plan at least one fall and one spring literacy event to coincide with school wide events such as Back to School Night, parent conference week and Open House. District wide we expect 20% participation with the Abound app.

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NOTE: At the end of the second year of grant eligibility, a LEA with an eligible school shall, as a non consent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The LEA may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds. [SB98 Sec113 (f6)]