

Chicago Park Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Katie Kohler, Principal

Principal, Chicago Park Elementary

About Our School

Contact

Chicago Park Elementary
15725 Mt. Olive Rd.
Grass Valley, CA 95945-7906

Phone: 530-346-2153
Email: katiek@chicagoparkschool.org

About This School

Contact Information (School Year 2019–20)

District Contact Information (School Year 2019–20)	
District Name	Chicago Park Elementary
Phone Number	(530) 346-2153
Superintendent	Katie Kohler
Email Address	katiek@chicagoparkschool.org
Website	www.chicagoparkschool.org

School Contact Information (School Year 2019–20)	
School Name	Chicago Park Elementary
Street	15725 Mt. Olive Rd.
City, State, Zip	Grass Valley, Ca, 95945-7906
Phone Number	530-346-2153
Principal	Katie Kohler, Principal
Email Address	katiek@chicagoparkschool.org
Website	http://chicagoparkschool.org
County-District-School (CDS) Code	29663166027080

Last updated: 2/4/2020

School Description and Mission Statement (School Year 2019–20)

We are a school district composed of students, parents, staff, and community who are committed to promoting independent thinking and lifelong learning for all. Our mission is to provide a program that respects the right of every student to a quality education in a positive environment while fostering the responsibilities that protect the rights of others.

Chicago Park is a community school established in 1898. It is located just off scenic Route 174, in the beautiful foothills of the Sierra Nevada Mountains. Chicago Park is a small, public school for grades Transitional Kindergarten to eighth.

The educational team of 14 certificated professionals is led by the District Superintendent and Principal, Katie Kohler. Chicago Park School implements innovative standards-based teaching styles that include hands-on learning opportunities in all core subjects. A strong character development is presented every Friday and weaved into the curriculum the following week.

The school district is proud of its Gifted and Talented program, which is highlighted each year by an off campus adventure that supports the theme in which they are engaged.

A resource specialist, along with trained paraprofessionals, have a high level of success supporting students with an intensive remedial program.

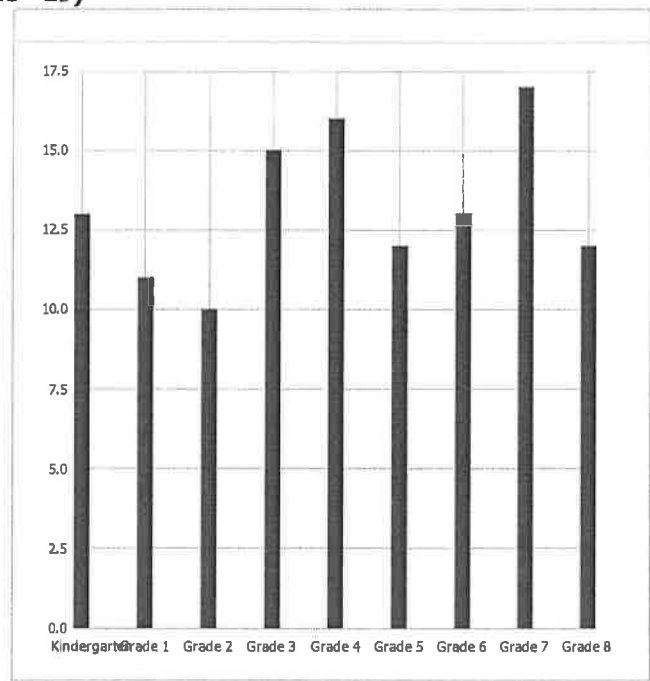
In addition to providing an educational foundation, our school provides programs such as music, foreign languages, dance, and art on a rotating or continual basis.

In 2011, the Chicago Park Community Charter School was introduced as a co-mingled addition to Chicago Park Elementary School. Due to this structure, this SARC will serve to accurately depict both schools' daily operations in the following data components of this report for Average Class Size Distribution, Teacher Data, and School Finances.

Last updated: 2/4/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	13
Grade 1	11
Grade 2	10
Grade 3	15
Grade 4	16
Grade 5	12
Grade 6	13
Grade 7	17
Grade 8	12
Total Enrollment	119



Last updated: 2/4/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	2.50 %
Asian	0.80 %
Filipino	0.80 %
Hispanic or Latino	14.30 %
Native Hawaiian or Pacific Islander	%
White	75.60 %
Two or More Races	5.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.60 %
English Learners	%
Students with Disabilities	10.90 %
Foster Youth	%
Homeless	5.00 %

A. Conditions of Learning

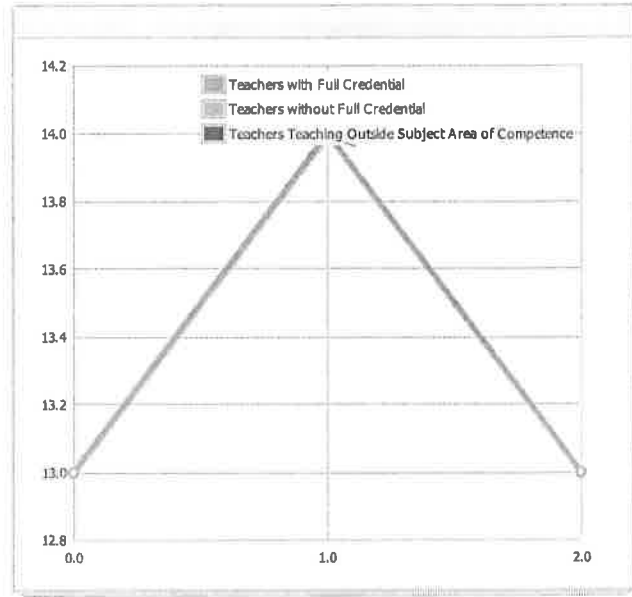
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

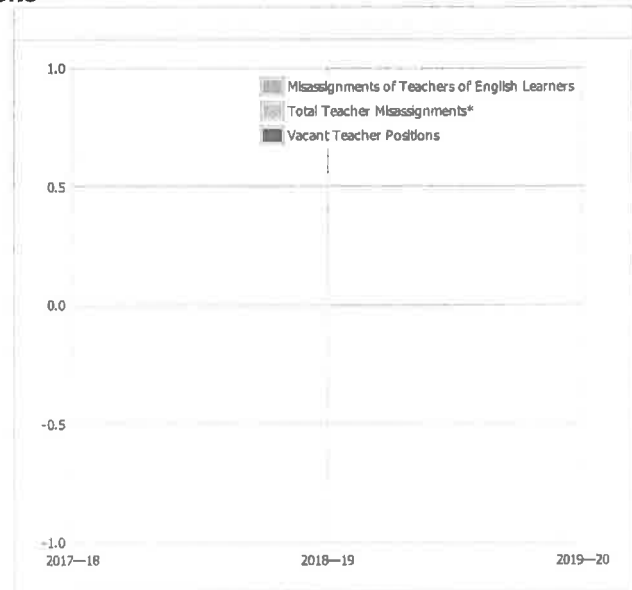
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	13	14	13	13
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/4/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/4/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5 Houghton Mifflin Hartcourt, 2017 Edition, Journeys 6-8 Houghton Mifflin Hartcourt, 2017 Edition, Collections Online assessment program: TK-8 Star 360 In ELA	Yes	0.00 %
Mathematics	TK-5 Houghton Mifflin Hartcourt, 2015 Edition, Go Math 6-8 Houghton Mifflin Hartcourt, 2015 Edition, Big Idea Math Online assessment program: TK-8 Star 360 In Math	Yes	0.00 %
Science	TK-K, 3-5 California Science, Adopted -2008 from most recent adoption-2009	Yes	0.00 %
History-Social Science	TK-5, Social Studies Alive, Publisher: Teachers' Curriculum Institute (TCI)2016 6-8, History Alive!, Publisher: Teachers' Curriculum Institute (TCI)2016	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/6/2020

School Facility Conditions and Planned Improvements

The District completes the School Facilities Condition Evaluation on an annual basis. The evaluation is used to identify and remedy any potential problem areas. A copy of this report is available by speaking to the school principal. Any complaints regarding facilities are reported to the Board and County Office of Education on a quarterly basis, as required by the Williams Act of 2005.

We currently have adequate facilities to meet the student population. The school grounds, buildings, and restrooms are in very good condition, and are maintained in good repair with an overall rating of good.

In October 2018, the Chicago Park School District was notified by OPSC that we qualify for a minimum of \$582,102 and a maximum of \$810,474 for a Modernization Grant. It is estimated that funds will not be available until the 2020-21 school year.

Last updated: 2/4/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2019

Overall Rating	Good
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Last updated: 2/4/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	51.0%	45.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	39.0%	43.0%	43.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/4/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	83	98.81%	1.19%	50.60%
Male	42	41	97.62%	2.38%	46.34%
Female	42	42	100.00%	0.00%	54.76%
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00%	0.00%	45.45%
Native Hawaiian or Pacific Islander					
White	60	59	98.33%	1.67%	49.15%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00%	0.00%	42.11%
English Learners					
Students with Disabilities	11	11	100.00%	0.00%	36.36%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/4/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	83	98.81%	1.19%	38.55%
Male	42	41	97.62%	2.38%	46.34%
Female	42	42	100.00%	0.00%	30.95%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	11	11	100.00%	0.00%	36.36%
Native Hawaiian or Pacific Islander					
White	60	59	98.33%	1.67%	40.68%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	38	38	100.00%	0.00%	26.32%
English Learners					
Students with Disabilities	11	11	100.00%	0.00%	27.27%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/4/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Last updated: 2/4/2020

Career Technical Education (CTE) Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/4/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	7.10%	21.40%	35.70%
7	6.70%	33.30%	46.70%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/4/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents are welcomed assets to Chicago Park School. Their involvement on the School Board, Site Council, Charter Advisory Committee, PTA, Art Docent Program, library, and serving as volunteers in the classrooms are invaluable, by assisting us to meet our goals of providing a positive learning environment for our students. Please contact Dana Winquest to volunteer, or for more information.

State Priority: Pupil Engagement

Last updated: 2/4/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

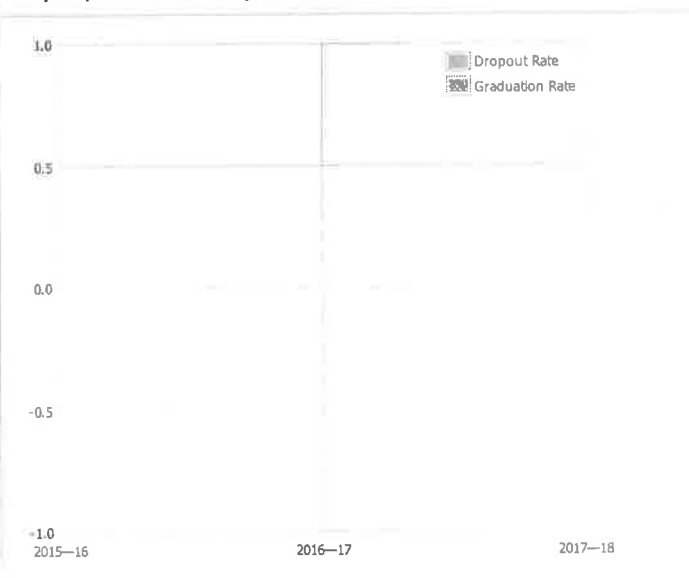
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016—17 and 2017—18 adjusted cohort graduation rate, see the 2018—19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/saj/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.20%	1.50%	3.10%	1.50%	1.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 2/4/2020

School Safety Plan (School Year 2019—20)

Chicago Park School has developed a comprehensive safety plan that identifies major safety concerns, as well as specific prevention and action strategies involving community and local law enforcement agencies. The plan ensures a safe and secure campus, by creating a positive learning environment that uses prevention strategies, and emphasizes high expectations for student conduct and is reviewed and updated on an annual basis. The plan is reviewed with the staff and updated by the Safety Committee on an annual basis.

Last updated: 2/4/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.00	1		
1	14.00	1		
2	14.00	1		
3	11.00	1		
4	14.00	1		
5	16.00	1		
6	18.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	1		
1	11.00	1		
2	15.00	1		
3	14.00	1		
4	10.00	1		
5	13.00	1		
6	18.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	13.00	1		
1	11.00	1		
2	10.00	1		
3	15.00	1		
4	16.00	1		
5	12.00	1		
6	13.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-22	23-32	33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-22	23-32	33+
English	15.00	2		
Mathematics	15.00	2		
Science	15.00	2		
Social Science	15.00	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/4/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 2/4/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.30
Psychologist	
Social Worker	
Nurse	0.00
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	0.10

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/4/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9693.00	\$1774.00	\$7919.00	\$54592.00
District	N/A	N/A	--	\$54592.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/4/2020

Types of Services Funded (Fiscal Year 2018—19)

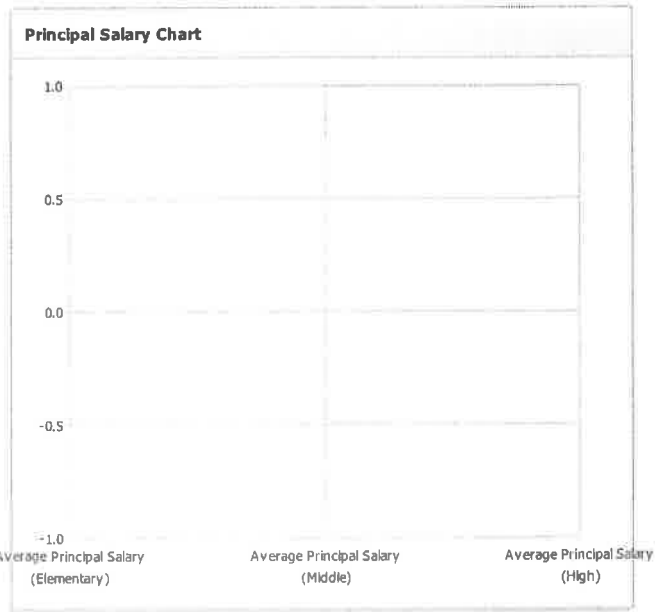
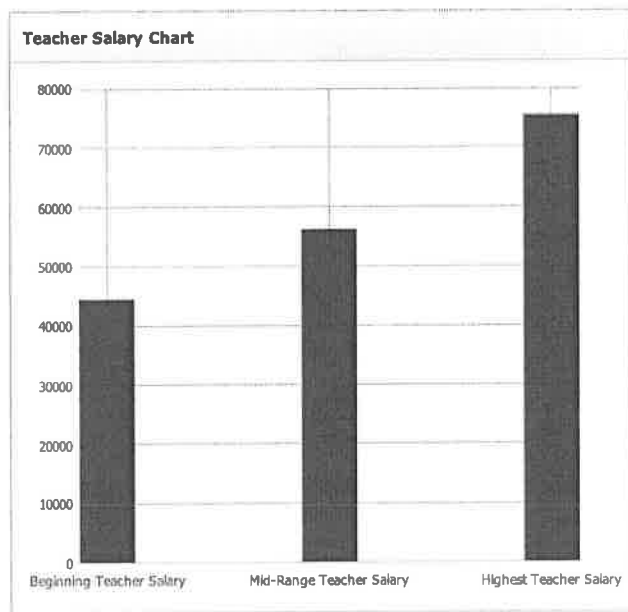
Chicago Park Elementary offers a variety of programs and services. During the regular school day, we offer Classroom Music (grades TK-5), Beginning Spanish (grades 6-8), Electives (grades 6-8), Prevention Plus Family Life (grade7), and Tobacco Education (grades TK-8). Before and after school, we offer GATE (grades 4-8), Homework Club (grades 4-8), Kuk Sool Won (all grades). The school also employs a full-time RSP teacher, part-time School Counselor, part-time Speech and Language Specialist, part-time P.E. Specialist, and contracts out for psychological assessments when needed.

Last updated: 2/4/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,451	\$45,252
Mid-Range Teacher Salary	\$56,221	\$65,210
Highest Teacher Salary	\$75,500	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$118,960	\$124,686
Percent of Budget for Teacher Salaries	32.00%	31.00%
Percent of Budget for Administrative Salaries	10.00%	7.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/csl/>.



Last updated: 2/4/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/4/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3