

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Chalone Peaks Middle

Address: 667 Meyer St. King City, CA 93930-2919

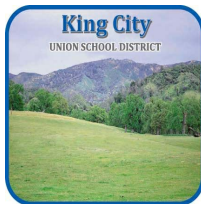
Principal: Mr. Matt Daniels, Principal

Phone: (831) 385-4400

Email: mdaniels@kcsud.org

Web Site: www.kcsud.org

CDS Code: 27660506026124



King City Union

Superintendent: Rory Livingston

Phone: (831) 385-2940

Email: rlivingston@kcsud.org

Web Site: www.kcsud.org



I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/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 <http://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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: King City Union
 Phone Number: (831) 385-2940
 Superintendent: Rory Livingston
 E-mail Address: rlivingston@kcsd.org
 Web Site: www.kcsd.org

School Contact Information Most Recent Year

School Name: Chalone Peaks Middle
 Street: 667 Meyer St.
 City, State, Zip: King City, CA 93930-2919
 Phone Number: (831) 385-4400
 Principal: Mr. Matt Daniels, Principal
 E-mail Address: mdaniels@kcsd.org
 Web Site: www.kcsd.org
 County-District-School
 (CDS) Code: 27660506026124

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

The King City Union School District is located in beautiful Monterey County along the California Central Coast in the agriculturally rich Salinas Valley. The mission of the district, in partnership with staff and community, is to provide a safe and supportive learning environment focused on academic excellence and high expectations for all students.

Chalone Peaks Middle School has about 890 students in sixth through eighth grades. Our shared school vision is to provide every student at Chalone Peaks Middle School with a safe environment and a student-centered, standards-based curriculum. All school personnel hold high expectations for our students - both academically and behaviorally. We believe these high expectations will create a learning environment that fosters maximum academic achievement, technological skill development, social awareness, and personal growth. Chalone Peaks is in its seventh year of implementing Positive Behavioral Interventions and Supports which has helped to create a positive learning environment and build character in all students. This past school year the California PBIS Coalition awarded CPMS with a Silver Medal for our implementation of the PBIS program. This year we look towards Gold!

King City Union School District values the whole child and supporting the whole child. This school year the district hired two additional counselors to support both the academic and social emotional needs of our students. We now have three full time school counselors to serve our students everyday. Along with our three school counselors, we also have counseling support programs that help students with anger management strategies, substance abuse, and peer relationship strategies. Additionally, our new Vice Principal of Student Services, Amber Lister, is also a former counselor who lead her former school in receiving national recognition for their counseling program. The students of CPMS will be well cared for both academically and in their social emotional needs.

Chalone Peaks Middle School is well known for our annual Ancient Days, Medieval Fair and Civil War Reenactments. These cross curricular experiences bring students, teachers, community members, and professional re-enactors together as they bring history to life. Students at Chalone Peaks also work on project based learning activities and make presentations to school administration, the school board, community groups, and city council. Students research, explore, and recommend solutions to various organizations that are relevant to the citizens of King City.

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

Grade Level	Number of Students
Grade 6	306
Grade 7	306
Grade 8	283
Total Enrollment	895

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

Student Group	Percent of Total Enrollment
Black or African American	0.3%
American Indian or Alaska Native	0.2%
Asian	1%
Filipino	0.8%
Hispanic or Latino	92%
Native Hawaiian/Pacific Islander	0.2%
White	4.7%
Two or More Races	0.8%
Socioeconomically Disadvantaged	91.5%
English Learners	36.5%
Students with Disabilities	19.2%
Foster Youth	
Homeless	9.9%

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	39	38	43	147
Without Full Credential	3	4	5	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	0

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.

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

Year and month in which the data were collected: January 2020

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	StudySync published by McGraw-Hill (adopted 2016)	Yes	0%
Mathematics	SWUN Math (adopted 2017)	Yes	0%
Science	California Middle School Science Series, published by McDougal-Littell (adopted 2007)	Yes	0%
History-Social Science	Houghton Mifflin History-Social Science (grade 6), published by Houghton Mifflin (adopted 2006) Discovering our Past (grades 7-8), published by Glencoe/McGraw-Hill (adopted 2006)	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

School Facility Conditions and Planned Improvements

Chalone Peaks Middle School is a state-of-the-art educational facility constructed in 2007. The school is comprised of 18 stationary classrooms, 24 portable classrooms, a multipurpose room, a library, a computer lab, athletic courts and sports fields, and an administration building. At the time of publication, 100% of the school's restrooms were in good working order. All buildings/facilities are ADA compliant. Chalone Peaks Middle School's most recent Williams Settlement visit occurred on August 21, 2019.

During the summer of 2019, the library was renovated to create two additional office spaces for our new counselors. The new space is now more open, has more tables for more students to work, and the library books have been redistributed in the library by subject so that they are easier for students to find. This has led to increased numbers of books being checked out by students and also an increase in different genres being read by our students.

In the fall of 2019, CPMS was awarded with the Bayer Fund Grant to create a Maker Space at CPMS. We are currently ordering 3D printers and planning to train both staff and students to use this equipment as well as train others. This will be located in our science building where all students will have access during their science classes. Additionally, we are expanding our Raspberry Pi equipment and hope to offer more computer coding classes to our students in the future.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The Overall Rating

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

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

Overall Facility Rate

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

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	32%	31%	32%	31%	50%	50%
Mathematics (grades 3-8 and 11)	14%	15%	21%	23%	38%	39%

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.

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	871	865	99.31%	0.69%	30.98%
Male	445	440	98.88%	1.12%	25.45%
Female	426	425	99.77%	0.23%	36.71%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	800	795	99.38%	0.62%	29.06%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	39	97.50%	2.50%	66.67%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	801	796	99.38%	0.62%	28.14%
English Learners	646	645	99.85%	0.15%	23.72%
Students with Disabilities	169	166	98.22%	1.78%	3.61%
Students Receiving Migrant Education Services	27	27	100.00%	0.00%	11.11%
Foster Youth					
Homeless	89	88	98.88%	1.12%	22.73%

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.

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	872	864	99.08%	0.92%	15.39%
Male	446	439	98.43%	1.57%	14.58%
Female	426	425	99.77%	0.23%	16.24%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	801	794	99.13%	0.87%	13.10%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	40	39	97.50%	2.50%	56.41%
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	802	795	99.13%	0.87%	12.83%
English Learners	647	644	99.54%	0.46%	10.87%
Students with Disabilities	170	167	98.24%	1.76%	1.20%
Students Receiving Migrant Education Services	27	27	100.00%	0.00%	3.70%
Foster Youth					
Homeless	90	89	98.89%	1.11%	11.24%

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	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.

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	19.7%	20.0%	12.0%
9			

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.

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)

At Chalone Peaks Middle School, parents are highly encouraged to become involved in their child's education. Parents may participate in the Parent Teacher Organization (PTO), the English Learner Advisory Council (ELAC), and the School Site Council (SSC) - our school's governing body. The SSC with input from our ELAC sets our schools' goals and monitors our progress towards these goals. Parents are also encouraged to volunteer in their child's classroom.

Parents are also involved in two progress report fairs to discuss academic achievement held in October and February of each school year as well as meetings with teachers throughout the school year by appointment. Parents can also participate in parent nights to learn about supporting their students with the Common Core standards, SWUN math nights, expectations and planning for high school, and various student body activities. Parents also are an integral part of our annual Ancient Days activities for 6th grade students, Medieval Fair for 7th grade students, and the Civil War Reenactment for 8th grade students. Parents also help coach all of our sports teams and participate in the Athletics Boosters Club.

CPMS started a new parent outreach program this year with our Principal's Coffee and Pan Dulce meetings. Parents are invited to attend in the morning and hear about the programs the school offers and any updates about CPMS. Parents are also able to share concerns and suggestions for improvement for the school. These meetings will occur once a quarter throughout the school year.

Parents have also had informational nights provided at CPMS by our GEARUP program. GEARUP puts on parent academies where parents can learn how to support their middle school student and learn to use our Parent outreach programs for grades, Power School, and our new communication program, Parent Square. GEARUP also has classes for parents offered at CPMS on the A-G requirements for high school students and how to promote a college mindset in students.

Parents who wish to participate in Chalone Peaks Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school office at (831) 385-4400. Additionally, Chalone Peaks' website (<http://www.cpeaks.kcusd.org/>) provides a variety of resources and information for parents, staff, students, and community members. Parents can also connect with us on Parent Square at <https://www.parentsquare.com>.

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			District			State		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	12.3	11.9	16.1	4.8	4.4	5.9	3.6	3.5	3.5
Expulsions	0.3	0.6	0.8	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern at Chalone Peaks Middle School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Plan includes the school's disaster preparedness plan, which outlines steps for maintaining student and staff safety during a disaster. Fire and disaster drills are practiced monthly throughout the school year. Each classroom has a chart posted by the door that lists what to do in each emergency situation so that all students and staff have easy access to the information at all times.

Chalone Peaks Middle School's Site Safety Plan is officially updated each fall by the School Safety Committee, which consists of teachers, students, the principal, and classified staff. A copy of the safety plan is available to the public at the school office. The safety plan is reviewed with staff at the first staff meeting which was held in August, 2019. The School Site Council reviewed the safety plan and approved it on November 13, 2019.

To ensure student safety, supervision is provided on campus at all times. School staff and teachers supervise students before and after school and during passing periods. Students are monitored at lunch by yard supervisors, a campus security staff member, a probation officer, three school counselors, and administration. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

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)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
6	27	6	69	5
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)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
6	27	7	61	3
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)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
6	25	18	68	2
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)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	23	8	15	2
Mathematics	25	5	16	1
Science	27	2	14	4
Social Science	27	2	17	1

* 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)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	21	12	13	2
Mathematics	22	10	13	2
Science	26	7	11	3
Social Science	26	6	12	3

* 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)

Subject	Avg. Class Size	2018-19 Number of Classes*		
		1-22	23-32	33+
English	24	8	13	5
Mathematics	24	7	10	7
Science	25	7	11	4
Social Science	26	7	12	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.

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

Title	Ratio
Academic Counselors*	895.0

* 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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.75
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	2.25

* 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.

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	\$11,021	\$2,826	\$8,195	\$67,428
District	N/A	N/A	\$8,566	\$68983
Percent Difference – School Site and District	N/A	N/A	4.43%	2.28%
State	N/A	N/A	\$7506.64	\$77619
Percent Difference – School Site and State	N/A	N/A	8.78%	14.05%

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

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, during the 2018-19 school year, King City Union School District received state and federal funding for the following categorical and support programs:

Title I, Part A (Basic Grant)

Title II, Part A (Teacher Quality)

Title III, Part A (LEP Students)

The school site utilizes Title III and Title I to support English Learners and to provide access to intervention for reading and math through the master schedule. The school also funds extended learning opportunities for these students through a summer school. Title II funds are used to provide professional development to teachers and administrators to support the district's goals.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40118	\$49378
Mid-Range Teacher Salary	\$67366	\$77190
Highest Teacher Salary	\$94799	\$96607
Average Principal Salary (Elementary)	\$112400	\$122074
Average Principal Salary (Middle)	\$119509	\$126560
Average Principal Salary (High)	\$0	\$126920
Superintendent Salary	\$235510	\$189346
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	76	85	80