

# Hardy Brown College Prep

## 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.

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	San Bernardino City Unified
<b>Phone Number</b>	(909) 381-1100
<b>Superintendent</b>	Dale Marsden
<b>Email Address</b>	<a href="mailto:dale.marsden@sbcusd.k12.ca.us">dale.marsden@sbcusd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sbcusd.com">http://www.sbcusd.com</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Hardy Brown College Prep
<b>Street</b>	655 West 2nd St.
<b>City, State, Zip</b>	San Bernardino, Ca, 92410-3210
<b>Phone Number</b>	909-884-1410
<b>Principal</b>	Toiya Allen
<b>Email Address</b>	<a href="mailto:Tallen@fortuneschool.us">Tallen@fortuneschool.us</a>
<b>Website</b>	<a href="http://www.HardyBrownCollegePrep.org">www.HardyBrownCollegePrep.org</a>
<b>County-District-School (CDS) Code</b>	36678760122317

*Last updated: 1/28/2020*

## School Description and Mission Statement (School Year 2019—20)

Hardy Brown College Prep is located in the city of San Bernardino and serves 313 students.

Our **Mission** is to graduate high achieving students of good character prepared for college and citizenship in a democratic society.

The foundation of our school system is to increase the availability of a rigorous college prep, TK-8 program for African American students. Our school system was established and designed to address the severe and persistent African American achievement gap in the region. Our school is open to all students and offers a college preparatory education to students according to an educational model known as the Five Pillars.

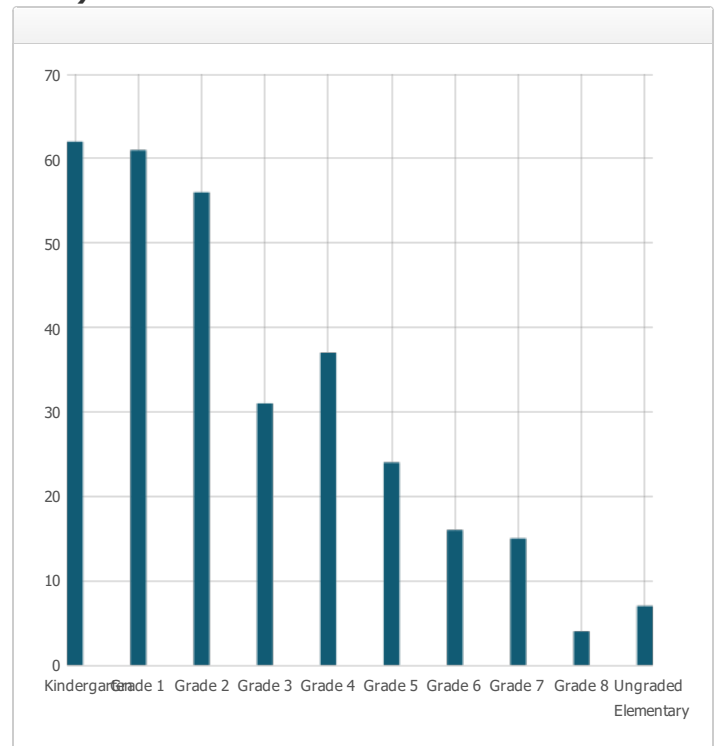
### Fortune School Five Pillars

- **1. High Expectations** – We have high expectations for academic achievement and conduct that are clearly designed, measurable and make no excuses based on the on the background of the students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.
- **2. Choice and Commitment** – Students, their parents and staff choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required for success.
- **3. More Time** – We know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week and year; students, teachers, school leaders, parents and staff dedicate more time. This ensures that students acquire the knowledge and skills that prepare them for competitive colleges, as well as opportunities to engage in diverse extracurricular activities.
- **4. Focus on Results** – We focus relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.
- **5. Citizenship** - We strongly believe that the measure of a person's success is in what he or she gives to others. Through community service, students develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also deepen and demonstrate their learning and are empowered to become productive citizens in the community in which they live.

*Last updated: 1/28/2020*

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

Grade Level	Number of Students
Kindergarten	62
Grade 1	61
Grade 2	56
Grade 3	31
Grade 4	37
Grade 5	24
Grade 6	16
Grade 7	15
Grade 8	4
Ungraded Elementary	7
<b>Total Enrollment</b>	<b>313</b>



Last updated: 1/28/2020

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

Student Group	Percent of Total Enrollment
Black or African American	67.40 %
American Indian or Alaska Native	1.30 %
Asian	0.60 %
Filipino	0.60 %
Hispanic or Latino	25.20 %
Native Hawaiian or Pacific Islander	1.00 %
White	0.30 %
Two or More Races	3.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.10 %
English Learners	5.80 %
Students with Disabilities	3.20 %
Foster Youth	0.30 %
Homeless	%

## A. Conditions of Learning

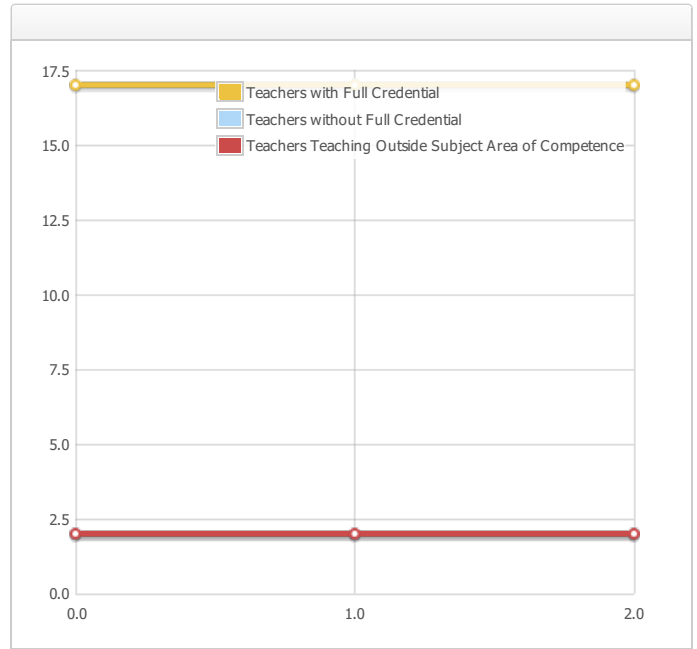
### State Priority: Basic

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

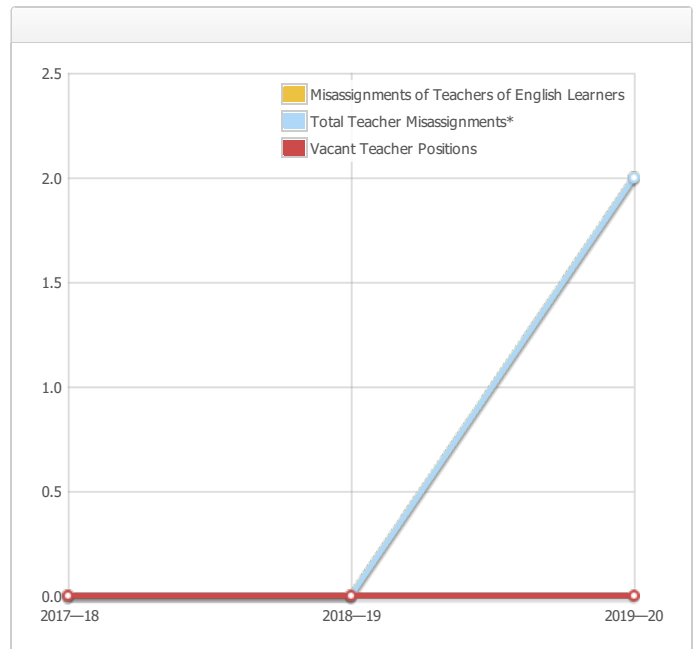
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	17	17	17	17
Without Full Credential	2	2	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	2	2



Last updated: 1/30/2020

#### Teacher Misassignments and Vacant Teacher Positions

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

Last updated: 1/28/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	TK: Benchmark Advance K-1: EL Education 2-4: HMH Journeys + Curriculum Associates iReady Reading and Writing Lessons. 5-8: Achievement First Accelerate Literature & Writing Lessons.	Yes	0.00 %
Mathematics	K-8: Achievement First Accelerate Math Lessons	Yes	0.00 %
Science	K-1: Embedded in EL Curriculum 2-5: Foss Kits 6-8: Lab-Aids with supplements from Cal Poly San Luis Obispo & Apple's Everyone Can Code	Yes	0.00 %
History-Social Science	HSP Reflections - Grades K-5 Holt History/ Social Studies - Grades 6-8		0.00 %
Foreign Language	N/A		0.00 %
Health			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: 1/28/2020

## School Facility Conditions and Planned Improvements

The facilities are in good condition overall. All systems (mechanical/HVAC, sewer, electrical, structural, roof) are functioning properly with no gas leaks detected. All interior surfaces and overall cleanliness is in good condition and pest free. All restroom sinks, fountains, playgrounds, school grounds, windows, doors, gates and fences are in good working condition. All fire safety equipment is in good condition and hazardous materials are properly labeled, stored and/or disposed of. Facility walkthroughs are completed on a regular basis to ensure cleanliness and safety are in good condition. All facility issues are communicated and organized through an electronic work order system

*Last updated: 1/28/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	- HVAC maintenance completed by landlord, maintenance completed 10/2019 and temporary ductwork repairs completed. Additional ductwork repairs to be completed in 2020. - No sewer problems or gas leaks.
<b>Interior:</b> Interior Surfaces	Good	- Interior services in good condition, no repairs needed. - Deep floor wax and carpet cleaning completed 6/2019. - Loose tiles to be replaced 1/2020 and 2/2020.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	- School cleanliness good - No pests detected
<b>Electrical:</b> Electrical	Good	- All electrical in good condition, no repairs needed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	- All restrooms, sinks and fountains in good condition. - Urinal replaced 11/2019.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	- School fire safe and hazardous materials properly labeled, stored and/or disposed of. - Fire Alarm and Emergency Light testing completed 10/2019. - Quarterly Sprinkler testing completed 11/2019. - Fire Inspection passed 11/2019.
<b>Structural:</b> Structural Damage, Roofs	Good	- No structural damage and roof in good condition.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	- Playground/School Grounds, Windows/Doors/Gates/Fences in good conditions, no repairs needed at this time. - Front/main doors scheduled to be replaced 1/18 and 1/20. - Parking lot repaved 8/2019.

## Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Exemplary
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*Last updated: 1/28/2020*

## 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)	45.0%	57.0%	39.0%	40.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	34.0%	51.0%	25.0%	27.0%	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: 1/27/2020*

**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	129	128	99.22%	0.78%	57.03%
Male	57	57	100.00%	0.00%	57.89%
Female	72	71	98.61%	1.39%	56.34%
Black or African American	79	78	98.73%	1.27%	58.97%
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	41	41	100.00%	0.00%	58.54%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	119	118	99.16%	0.84%	56.78%
English Learners	16	16	100.00%	0.00%	18.75%
Students with Disabilities	--	--	--	--	
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: 1/27/2020*



**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	129	128	99.22%	0.78%	50.78%
Male	57	57	100.00%	0.00%	49.12%
Female	72	71	98.61%	1.39%	52.11%
Black or African American	79	78	98.73%	1.27%	46.15%
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	41	41	100.00%	0.00%	56.10%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	119	118	99.16%	0.84%	50.85%
English Learners	16	16	100.00%	0.00%	31.25%
Students with Disabilities	--	--	--	--	
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: 1/27/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: 1/27/2020*

**Career Technical Education (CTE) Programs (School Year 2018—19)**

N/A
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*Last updated: 1/27/2020*

**Career Technical Education (CTE) Participation (School Year 2018—19)**

<b>Measure</b>	<b>CTE Program Participation</b>
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	--

# 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	14.30%	38.10%	9.50%
7	33.30%	20.00%	--

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: 1/27/2020

## 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)

Hardy Brown College Prep parents can become involved in school activities by reaching out to their school site. Throughout the school year parents are encouraged to attend meetings and school activities.

Programs and activities are developed for families as well as school staff to join together for annual meetings such as the School Site Council, LCAP meetings and Title I discussion groups. Parents are furthermore extended invitations throughout the year to participate in school held activities such as Moms and Muffins, Dads and Donuts, school BBQ's and more.

Platforms used to communicate organized opportunities to parents include Parent Square, Class Dojo and flyers that are both sent home and displayed on school grounds. Hardy Brown College Prep continues to annually survey parents to understand their needs and how best to communicate with them.

### State Priority: Pupil Engagement

*Last updated: 1/28/2020*

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

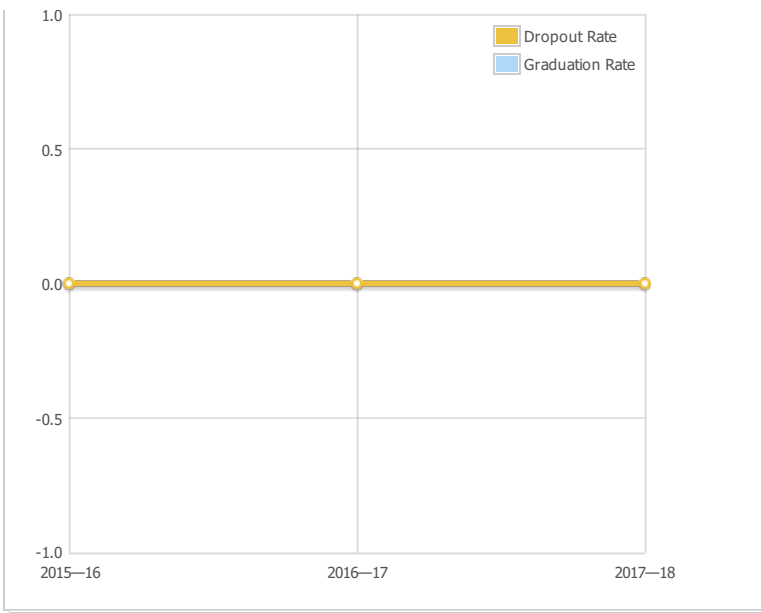
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	0.00%	9.10%	9.70%
Graduation Rate	--	86.20%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	0.00%	0.00%	10.20%	10.90%	9.10%	9.60%
Graduation Rate	--	--	82.10%	82.20%	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/sa/>.

*Last updated: 1/27/2020*

# 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	0.70%	1.50%	1.20%	5.60%	5.00%	5.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.30%	0.00%	0.20%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/27/2020*

## School Safety Plan (School Year 2019—20)

Campus safety is a top priority. Our school has a safety plan that is customized for the facility. All staff members receive training on safety and emergency procedures from a certified emergency preparedness contractor each year, and are provided a comprehensive resource flip chart detailing the safety and first aid procedures to be followed in case of an emergency, as well as emergency contact telephone numbers for local agencies. Evacuation maps are posted in all rooms. Students participate in staff-led safety drills throughout the school year. In addition to emergency preparedness, safety plans include non-emergency safety policies and procedures as a resource to ensure workplace safety.

Hardy Brown College Prep's comprehensive safety plan for the following school was reviewed, updated, and discussed with school faculty between June and November of 2019. All fire safety equipment is in good condition and hazardous materials are properly labeled, stored and/or disposed of. Facility walkthroughs have been completed and maintained on a regular basis to ensure cleanliness and safety are in good condition.

### **Hardy Brown College Prep**

- Fire safety is good and hazardous materials properly labeled, stored and disposed of.

*Last updated: 1/28/2020*

## **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.

**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: 1/27/2020*

**Student Support Services Staff (School Year 2018—19)**

HBCP employs an Ed Specialist and 2 Instructional Aides

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

\*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: 1/28/2020*



**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	--	--	--	--
District	N/A	N/A	--	\$85252.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/28/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

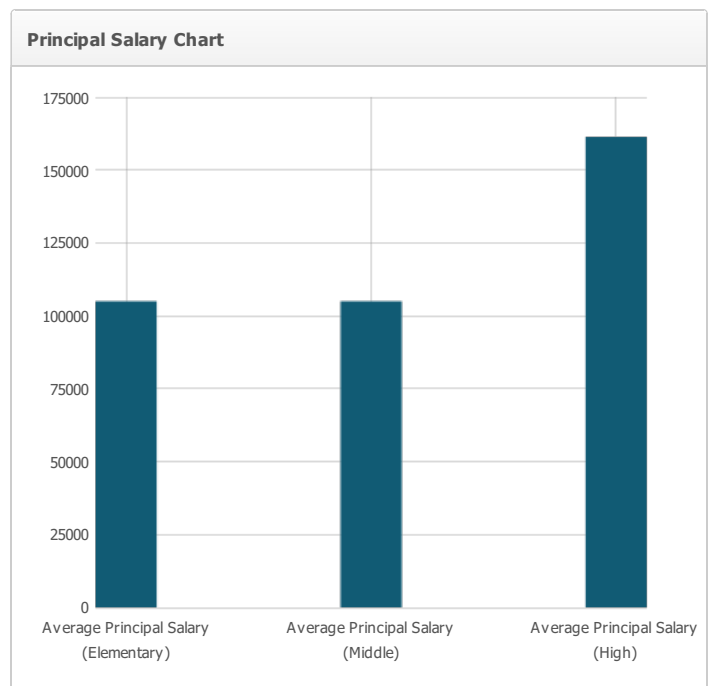
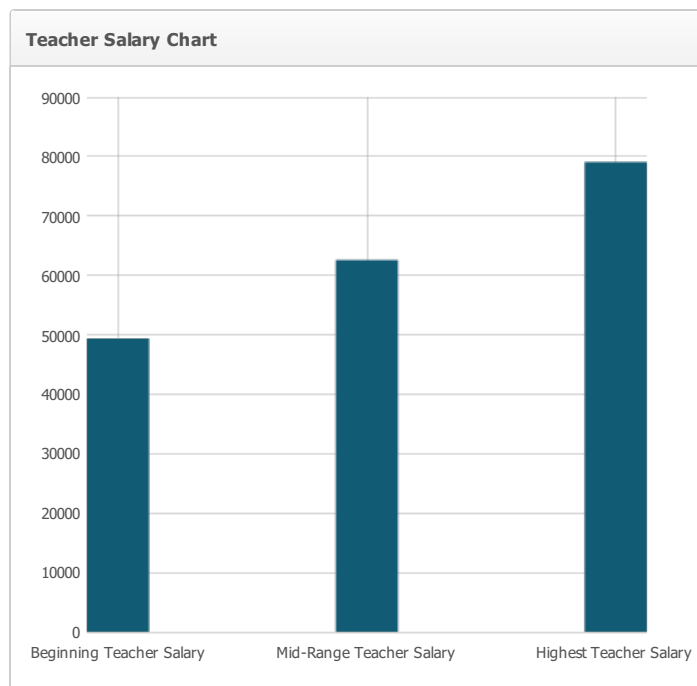
Hardy Brown College Prep believes in exposing our scholars to the best possible education with the use of resources within the classroom and abroad. During the 2018-19 fiscal year, Hardy Brown College Prep funded programs and services that supported and assisted our students in the area of language arts, technology and instructor training. Each of our scholars experienced excursions, tutoring, three meals a day, sports, exemplary science and Spanish programs and technology (usage of Chromebooks). In addition, instructors received extensive training in Common Core State Standards.

*Last updated: 1/28/2020*

**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,368	\$48,612
Mid-Range Teacher Salary	\$62,584	\$74,676
Highest Teacher Salary	\$79,077	\$99,791
Average Principal Salary (Elementary)	\$105,000	\$125,830
Average Principal Salary (Middle)	\$105,000	\$131,167
Average Principal Salary (High)	\$161,365	\$144,822
Superintendent Salary	--	\$275,796
Percent of Budget for Teacher Salaries	--	34.00%
Percent of Budget for Administrative Salaries	--	5.00%

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



*Last updated: 1/30/2020*

**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: 1/27/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	54	54	54