

District Name: San Carlos School District      CD Code: 41690216044747  
\*\*\*\*\*REVISED\*\*\*\*\*

## LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jamorrison@cde.ca.gov](mailto:jamorrison@cde.ca.gov) if you need technical assistance in uploading the document.

The LEA Plan Addendum **must be submitted to the CDE no later than Friday, April 4, 2014**. The LEA Plan Addendum should:

1. **Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

**Background:**

Academic Performance Index (API) scores for all SCSD schools range from 891 to 946 for the 2012-2013 school year, and no specific school is identified as Program Improvement status. A review of the 2012 and 2013 Adequate Yearly Progress (AYP) reports show that students and the District have continued to show growth. Nonetheless, as a district, we did not reach the targets required for two consecutive school years in four significant subgroups: English Language Learners; Students with Disabilities; Socio-Economically Disadvantaged; and, Hispanic. As a result, as a district, we have been identified as Program

Improvement Status Year one.

**Data Review:**

In addition to the AYP reports available by the California Department of Education, a review of our LEA plan determined that the 2003 LEA Plan no longer aligns with our Strategic Plan and vision for students as 21<sup>st</sup> Century Learners. We have spent the past three years meeting with our parents, educators, administrators and community at large to craft a strategic plan that incorporates a vision for 21<sup>st</sup> century learning and meets the individual needs of all students including special education and English Language learners.

An analysis of data and review of Site Plans for School Achievement (SPSA) and Site Accountability/Action Plans (SAAP) were also conducted and crosschecked with the 9 Essential Program Components (EPC) and the 8 State Priorities for the Local Control and Accountability Plans (LCAP). From these, the proposed next steps emerged.

In addition, several CDE self-assessment tools, including the District Assessment Survey (DAS) and Academic Program Survey and Inventory of Services and Supports (ISS) were used to obtain additional information.

The DAS yielded the following results:

Review of A.8 (which assesses the district's success in holding teachers, site administration and district personnel accountable for student achievement and meeting federal, state and local requirements) identified the need to develop more measures (and/or processes) to better review student data, progress monitor student growth and progress overall. This is also tied to item A.9, which identified that while we currently use the Data Director system to house data and perform data analytics, it is not functioning well as a resource for our teachers and administrators. In particular, it is not housing all possible elements of data, and it is not user friendly for teachers, thus, it is not being well utilized as a formative tool to guide instruction or monitor student progress longitudinally.

We also identified a need to continue to target staff training in a variety of areas including CCSS, differentiation strategies for special populations such as language learning/academic discourse, and using assessment data for decision-making. In light of the discontinuation of CST data, the district needs to continue to transition its focus to finding valid alternative methods of measuring achievement in the absence of CST data.

DAS item B.1 revealed a need for curriculum via development of Project Based Learning (PBL), units that align to the Common Core State Standards, and the need for a teacher-friendly repository for access to this curriculum. B.2 revealed that we are doing well with intervention material for reading but that we need to continue aligning the CCSS curriculum via our project based learning (PBL), as well as math supplemental and intervention materials. In addition, consistent curriculum and support for writing assessment were evident. B.3 determined that we are improving instructional practices for students with disabilities as our special education teachers and specialists expand their use of co-teaching models, collaborative teaching, and intervention

support to program identified and RTI students. However, we need to work with and refine our assessment, learning plan development, progress monitoring and consistent implementation and use of ELD instructional and supplemental materials for our English Language (EL) learners across grade levels.

B.5 and D.1 identified that we need to increase family/parent involvement and education.

F.1 identified that we need to have a system in place for regular data collection, analysis of student progress, and tracking over time to ensure that this is aligned with A.9 above.

G.2 identified the need to work on expanding professional development.

Analysis of the ISS inventory revealed overall strength in the services to students with disabilities with areas of needed refinement including:

- professional development in CCSS and aligning goals to CCSS, and integration of technology to support learning challenges (e.g. iPad apps, assistive technology tools)
- built-in collaboration time for special education teachers to collaborate with general education teachers
- increased math intervention materials
- increased in-house specializations so we don't need to be dependent on out-sourcing (e.g. Assistive technology, augmentative alternative communication (AAC))
- expansion of RTI (especially Tier 1 supports)
- replacement of Data Director with a more user-friendly tool to facilitate progress monitoring and use of data to guide instruction and intervention
- expansion of parents of SWD to more fully participate in committees (e.g. PTA, school site council, etc.)

Academic Program Survey 1.1, 1.4 and 1.5 revealed that we need additional materials for EL learners at the elementary level and staff professional development.

Review of CELDT data from last year revealed the following results, based upon 284 students evaluated using CELDT:

Beginning (5%)  
Early Intermediate (16%)  
Intermediate (28%)  
Early Advanced (37%)  
Advanced (41%)

**Reason LEA Plan was not successful:**

Review of the LEA plan determined that it no longer aligns with our vision for students as 21<sup>st</sup> Century Learners and our District's Strategic Plan. The prior LEA plan was not successful as it is outdated and not individualized to our current students and their individual learning needs.

As a district, we have spent the past three years meeting with parents, educators, administrators and community partners to craft a strategic plan that incorporates our vision and addresses all students needs. The following vision was adopted by our School Board in June, 2013:

**A Vision for Our Children**

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

- Reaching their highest academic, social, emotional, intellectual, and physical potential; and
- Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
- Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.

**2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.**

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

Goal: To reach increased academic success for the following target subgroups:

- Hispanic or Latino
- Socio-Economically Disadvantaged
- English Learners
- Students with Disabilities

Overall, we have identified several key areas of focus to align with our strategic plan for 21<sup>st</sup> Century Learners, and to provide a coherent, whole child, focused educational TK-8 program that includes the 5C's (critical thinking, creativity, collaboration, communication, civility), and embeds technology-infused Project Based learning, CCSS, high qualified staffing and 21<sup>st</sup> century learning environments as follows:

- 1) To increase academic achievement in English Language Arts (ELA) including the Hispanic, socio-economically disadvantaged subgroups as measured by:
  - Transitional Kindergarten: DRDP-SR and curriculum based assessments
  - Kindergarten-Grade 4: Kindergarten “screening” tool; DRA-2, DIBELS, writing rubrics, Everyday Math curriculum based assessments
  - Grades 5-8: STAR Renaissance, writing rubrics, curriculum-based assessments
- 2) To increase academic achievement in Math including the Hispanic, socio-economically disadvantaged subgroups as measured by:
  - Transitional Kindergarten: DRDP-SR and curriculum based assessments
  - Kindergarten-Grade 4: Kindergarten “screening” tool; MARS, curriculum based assessments
  - Grades 5-8: MARS, STAR Renaissance
- 3) To increase the academic achievement of students with disabilities as measured by improvement on IEP goals as well as progress on intervention curriculum such as (but not limited to):
  - Reading Mastery
  - Read Naturally
  - Number Worlds
  - Lexia
  - Language for Learning
- 4) To increase the academic achievement of English Language Learners as measured by improvement on various measures including:
  - The Oral Language Acquisition Inventory-Second Edition
  - CELDT
- 5) To reduce the current teacher “mis-assignments” by at least 50%, thus increasing staff qualifications such that they all are highly qualified
- 6) To increase parent involvement as partners in educating all students as measured by improvement through parent surveys (Panorama)

**3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.**

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.
<p>STRATEGIES:</p> <ol style="list-style-type: none"> <li>1) District will improve identification, assessment and progress monitoring of student learning</li> <li>2) District will improve the quality of professional knowledge of teachers/educators district wide</li> <li>3) District will improve curriculum, instruction and intervention supports to students and teachers overall</li> <li>4) District will increase access to curriculum, instructional and interventional materials through online and blended learning opportunities</li> <li>5) District will expand education and partnership opportunities for parents and community members</li> </ol>

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p><b>1) Identification, assessment and progress monitoring of student learning:</b></p> <p>a) Identify and use agreed upon assessment tools for monitoring student progress (e.g. Star Renaissance, MARS, etc.)</p> <p>b) Identify earlier measures to identify struggling learners earlier (e.g. DRDP-SR, etc.) and provide a Transitional Kindergarten/Kindergarten coach to support implementation of this new tool</p>	<p>Principals, Design Team Administrators  Director of 21<sup>st</sup> Century Learning  Assistant</p>	<p>July 2014-June 2015</p>	<p>a) Star Ren. = \$10,468 (TL and CMS only) DRA2= \$0 MARS=\$5650 b) DRDP grant \$16,010</p>

<p>c) Identify and pilot a progress-monitoring tool for EL learners (e.g. OLAI-2, etc.)</p> <p>d) Develop aligned district-wide aligned rubrics K-8 writing</p> <p>e) Identify and select a data management system that will replace the current system to meet the needs of the district's student population, is staff friendly and assists in progress monitoring longitudinally (e.g. School City, Illuminate, etc.)</p> <p>f) Identify strategies to maximize earlier use of CELDT results and have sites develop individual intervention/learning plans for identified LEP students</p> <p>g) Develop a data dashboard to track district progress.</p> <p><b>2) Highly Qualified Professional Educators and Administrators &amp; Collaborative Culture</b></p> <p><u>Teachers Focused:</u></p> <p>a) Expand professional development opportunities including such topics as language learning/academic discourse</p> <p>b) Expand professional learning communities and time for grade level collaboration and subject matter content</p> <p>c) Expand and link professional development to key areas of identified need</p> <p>d) Offer expanded training In project based learning integrating CCSS and communication/collaboration for Cohort 1 teachers</p> <p>e) Offer Teachers College week-long writing seminar in summer 2014</p>	<p>Superintendent</p>		<p>c) \$244 x 6 = \$1500</p> <p>d) EdLeader 21 = \$6000</p> <p>e) Illuminate \$1968</p> <p>f) \$0 (built in to site salaries)</p> <p>g) Panorama \$13,724</p> <p>2 a) cost embedded in trainer's salary \$0</p> <p>b) survey = \$984  PBL Cohort 1 = \$14,756  PBL Cohort 2 \$6560  SVMI=\$8,200  Design Team \$9840  Math \$1968  Bulldog \$1968  Word Study = \$1312  NSTA = \$10,000  Tulare \$200</p> <p>c) EL in PBL SMCOE = \$0</p>
---	-----------------------	--	---

<p>f) Offer expanded support and professional development regarding co-teaching and collaborative teaching to reach identified students with disabilities as well as “at-risk” students</p> <p>g) Identify ways to increase co-teacher co-planning time between general education teachers and special education-general education teachers on a regular basis -Identify and establish a structure to facilitate district wide grade level collaboration</p> <p>h) Work on increasing number of highly qualified teachers and decreasing number of mis-assignments district-wide</p> <p>i) Provide professional development on integration of technology in daily learning in the classroom</p> <p>j) Provide professional development and secure in-house staff specialization for assistive technology and augmentative-alternative communication (AAC)</p> <p><u>Administrator Focused:</u></p> <p>k) Pilot a new evaluation system which targets professional growth and multi-sourced tools</p> <p>l) Provide professional development for administrators to support implementation of a new professional growth evaluation system utilizing a continuum</p> <p>m) Provide professional development for administrators to support teacher implementation of tech-infused, CCSS Project Based Learning</p> <p>n) Provide professional development for administrators to support RTI for academic and behavioral interventions in support of Least Restrictive Environment (LRE)</p>			<p>d) EL in PBL B.I.E. \$39,300</p> <p>e) L. Calkins including EL strategies) \$10,500</p> <p>f) \$0 (Admin / trainer costs built in) Teachers = \$1,224</p> <p>g) Negotiations 6 x 150 sub = 900</p> <p>h) Built in to HR Dir. Salary = \$0</p> <p>i) SMCOE = \$2,000</p> <p>j) SPED = \$3565</p> <p>k) Neg. team x 1 day of subs = \$900</p> <p>l) In House trainer + \$0</p> <p>m) \$1500 for Adaptive Schools Trainer +In house</p>
---	--	--	---

Support Staff including Para-Educators, Literacy Associates, Librarians focused:

- o) CCSS
- p) Academic Language/Discourse
- q) Behavior Intervention
- r) Academic Intervention Strategies
- s) Technology Integration and Assistive Technology

**3) Curriculum, instruction and intervention supports:**

- a) Create a repertoire (systematic approach) for gathering and organizing the units which will be aligned to CCSS and NGSS
- b) Implement Lucy Calkins K-5 writing program district wide and ensure special education staff is trained in this program
- c) Develop and implement an early literacy program for TK/K students who are participating in our voluntary transfer program (from East Palo Alto) to create parent education and learning on pre-reading, reading and language strategies and the importance of early literacy and strategies parents can do at home
- d) Purchase supplemental math instructional materials and consumables
- e) Research state board recommended aligned materials

- n) \$2000
- o) in-house staff training = \$0
- p) MC training August 20 = \$0
- q) SWM training = \$0
- r) SWM training = \$0
- s) TK training = \$0 and Community Gatepath contract \$5000

3

- a) In house (TK) time \$0
- b) In-house (SO) time \$0 plus cost of materials = \$16,000 plus subs \$3500
- c) Volunteers plus

<p><b>4) Access to online and blended learning curriculum, instructional and interventional materials:</b></p> <p>a) Identify blended learning opportunities for language learning and reading (e.g. Lexia, Blendspace, Rosetta Stone, etc.)</p> <p>b) Identify, expand and pilot online supplemental intervention materials for reading and math</p> <p>c) Provide Chromebooks to our socio-economically disadvantaged students for “check out” for home academic use (reading, writing, research, online support, etc.) grades 3-8 to access Google docs, Edmodo, and collaborate with peers/teachers</p> <p>d) Explore learning management system that allows communication between students and teachers (e.g. Edmodo, Canvas, Haiku, Schoology) and select best system for moving forward</p> <p>e) Ensure all staff (including SPED, EL, early Literacy associates) have access to technology when needed by purchasing additional Chromebooks, and replacing first generation Chromebooks at Central Middle School</p> <p><b>5) Parent Education and community partnerships:</b></p> <p>a) Offer Partner in Education (PIE) events including evening trainings on targeted topics including authentic assessment, CCSS, etc. but also for targeted sub-topic areas (e.g. English learners, Special Education, etc.)</p> <p>b) Offer “bus tours” of tech-infused, CCSS aligned project based learning on elementary and middle school campuses for parents and community members</p> <p>c) Partner with PTA organization and SMARTE to add babysitting support to allow families who need this support</p>			<p>food costs \$250; book drive = \$0 d) \$150,000</p> <p>4) a) Lexia = \$5750 b) online \$7000 c) refurbished and staff time = \$0 d) pilot \$0 e) \$30,000 SPED</p> <p>Many costs embedded in Salaries of existing staff</p> <p>5 a) \$5000 (PTA funded) b) \$1000 (costs of bus, gas &amp; driver) + \$50 for food c) \$0 (costs picked up by PTA and SMARTE) d) \$500 interpret e) bus for Good2Go \$500 wellness</p>
--	--	--	---

<p>d) Provide language interpreting to reach bilingual parents so they can attend PIE events</p> <p>e) Consider transportation support for families with socio-economical needs to be able to attend events and/or ZOOM (online participation via videoconferencing)</p> <p>f) Partner with PTA to better advertise and reach more parents</p> <p>g) Facilitate the inclusion of Special Education parent representatives on each PTA and for the PTA Coordinating Council</p> <p>h) Development of site ELAC and DELAC</p> <p>i) Redesign the elementary report card to be CCSS and 5 C's aligned</p> <p>j) Continue to expand and develop the website and site newsletters for information dissemination</p>			<p>budget</p> <p>f) \$0</p> <p>g) built-in salaries \$0</p> <p>h) built-in salaries \$0</p> <p>i) \$1250</p> <p>j) built-in salaries \$0</p>

**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
<p><b>Professional development for teachers/educators including:</b></p> <p>1) Aligning CCSS with IEP goal writing for Special Education teachers and specialist working with students with disabilities</p> <p>2) Tech infused, CCSS embedded Project Based Learning (3 day training) for up to 70 teachers</p> <p>3) Teachers College Writing seminar (one week long)</p> <p>4) Two-day PD teacher training before school starts including (language learning and academic discourse)</p>	<p>Principals,</p> <p>Design Team Administrators</p> <p>Director of 21<sup>st</sup> Century Learning</p>	<p>July 2014-June 2015</p>	<p>1) See above: built in admin salaries</p> <p>2) Embedded in BIE cost</p>

<p>5) Collaborative teaching best practices  6) Co-teaching best practices  7) Grade level collaboration TK-8  8) Content collaboration (middle school)  9) Integration of technology into classroom setting</p> <p><b>Provide professional development for administrators including</b></p> <p>1) PBL and supporting educator growth  2) Evaluating teachers to expand professional growth and development</p> <p><b>Provide professional development for support staff including Para-Educators, Literacy Associates, librarians including:</b></p> <p>1) CCSS,  2) Integration of technology and assistive technology  3) Academic discourse/language strategies  4) Behavioral intervention  5) Academic learning intervention/differentiation strategies</p>	<p>Assistant Superintendent</p>		<p>above</p> <p>3) Embedded in L. Calkins costs above;</p> <p>4) Embedded in MC's salary above</p> <p>5) Embedded in costs above</p> <p>6) Embedded in LR's salary and costs above</p> <p>7) Embedded in negot. Costs above</p> <p>8) Embedded in costs above</p> <p>9) Embedded in TK salary costs above</p> <p>PD for Admin 1) and 2) Salaries of existing in-house staff</p> <p>and</p>
---	---------------------------------	--	--

			<p>San Mateo County Office of Education PD partnership (\$0)</p> <p>PD for support staff</p> <ol style="list-style-type: none"><li>1) PD on CCSS/Re ading for Paras &amp; Lit Assoc. (embedde d in existing staff salaries (SO, SWM)</li><li>2) Embedde d in in- house staff salary (TK), and also contract for \$2,000 with SMCOE for Tech trainings) Assistive Tech was embedded in staff salary</li></ol>
--	--	--	--

			(SMW) 3) Embedded in staff salary (MC) 4) Embedded in staff salary (SWM) 5) Cost of trainer on differentiation (E.F.) at August PD for one day (5,700) & Cost of SMCOE EL trainer \$0; cost of Buck EL trainer = \$5,000 for one day
--	--	--	---

**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1) Explore grants to support after school programming for academic support 2) Provide ESY for identified students with disabilities that provides intensive intervention at each student's instructional level 3) Re-look at AVID tutoring/support programs 4) Offer summer opportunities for teacher collaboration and professional development through paid stipends of work that feed the district's strategic plan	Principals,  Design Team Administrators  Director of 21 <sup>st</sup> Century Learning  Assistant	August 2014-June 2015		1) Acad. Centers \$36,000  2) \$17,000  3) \$0  5) \$24

	Superintendent			0 x 6 = \$14 40  In-Kind services by partners such as Healthy Cities Tutoring
--	----------------	--	--	--

**7. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Develop and implement a school culture and climate survey to determine areas of needed growth</p> <p>Provide a variety of Partner in Education (PIE) events including:</p> <ol style="list-style-type: none"> <li>1) Evening trainings on targeted topics including authentic assessment, CCSS, etc.</li> <li>2) Bus tours” of tech-infused, CCSS aligned project based learning on elementary and middle school campuses for parents and community members</li> </ol> <p>Partner with PTA organization to:</p> <ol style="list-style-type: none"> <li>1) Add babysitting support</li> <li>2) Provide language interpreting to reach non-English speaking parents so they can attend PIE events</li> <li>3) To better advertise and reach more parents -</li> </ol>	<p>Design Team Administrators</p> <p>Director of 21<sup>st</sup> Century Learning</p> <p>Assistant Superintendent</p> <p>PTA presidents</p> <p>Director of Special Education</p> <p>District Communication</p>	<p>August 2014- June 2015</p>		<p><b>Costs included above:</b></p> <p><u>PIE</u></p> <p>1) <i>Trainings</i> PD &amp; CCSS budget (\$200)</p> <p>2) <i>Bus Tour</i> Educational Services budget (\$100 for materials)</p>

<p>Develop site ELAC and district-wide DELAC</p> <p>Facilitate the inclusion of a Special Education parent representatives on each site PTA and one for the PTA Coordinating Council</p> <p>Re-design the elementary report card to include CCSS and 5 C's</p> <p>Expand and develop the website, webinars, ZOOM recording and site newsletters for information dissemination</p> <p>Expand and explore use of social media (Facebook, twitter, etc.)</p>	<p>Specialist</p> <p>Team of teachers to work on Report Card Committee</p> <p>Director of Healthy Cities</p>			<p>and gas)</p> <p><i>PTA</i> partnership: 1) Enterprise off set costs 2) Ed. Services (\$500) 3) salaries of existing employees</p> <p><i>ELAC/DELAC</i> Salaries of existing staff (PJ/MJD)</p> <p><i>SEDAC</i> Salaries of existing staff (SWM)</p> <p><i>Report Card</i> (\$500 stipends)</p> <p><i>Website</i> Salaries of existing staff (TK, CC)</p> <p><i>Social</i></p>
---	--	--	--	--

				<i>Media</i> Salaries of existing staff (CC)
--	--	--	--	---