

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Goal 1

Goal Description
<b>Increase student access to and proficiency of standards within the Common Core, Next Generation Science, California History and Social Studies, Visual and Performing Arts (VAPA), through Arts Integration techniques and curriculum in all grades/subjects.</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Learning Round observational data.	0	Due to COVID safety measures and a shortage of substitutes, we were unable to engage in student learning rounds this school year.	This is the first year we were able to attempt student learning rounds. Principal and art coordinator were able to observe and begin the process. Next year, lead teachers will join rounds.	Principal and Director from Teaching and Learning have been able to utilize student learning rounds on a weekly basis. Focus has been on engagement and rigor.	Student Learning Rounds will be a regular practice that is part of our data driven/evidence based school culture.
Arts performance event participation	0	Due to COVID safety measures, students were able to participate in minimal Arts Performances	This year has been a monumental year of performances and our site is incredibly proud of the	Monthly performances for staff, students, and families continue to thrive for the 23-24 school year.	SRCSA will continue holding regular Arts performances though out each school year. These

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		this school year. Students were able to perform at Open House as well as the school talent show this school year.	large turnout from families at all of their shows. We have had monthly performances of music, drama, and visual fine arts showcases from our students for the school as well as for their families during evening performances.		performances will include Music, Dance, Drama and Visual Fine Arts Showcases.
Students served through Music programming	Kindergarten - 8th grades	All students engaged in Music classes.	All students engaged in music classes	All students have been able to engage in music classes.	All students who attend SRCSA will continue to engage in music classes.
Students served through Drama programming	6th - 8th grades 4x per/week, 30 min, year long	Middle school students had the opportunity to enroll, and participate in Drama elective courses.	5th grade students participated in Drama once per week and Middle School students were able to enroll in Drama elective courses to meet 4x per/week 30 min. year long.	We continue to serve 5th grade and our middle school students in drama elective courses.	5th- grade students will engage in Drama once per week, in 40 minute sessions as well as engage in Arts Integrated core academic lessons.  6th - 8th grade students will engage in Drama 4 times per week, 50 minutes per day as well as engage in Arts Integrated core academic lessons.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Student Learning Rounds</b> Continue to improve rigorous standards-based lessons as monitored through on going student learning rounds.	No	Partially Implemented	Effective	During learning rounds, observers can take notes on classroom dynamics, student participation, and the depth of understanding	0	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					demonstrated by students. These qualitative observations help us to provide insights into the effectiveness of the lessons.		
1.2	<b>Music Teacher</b> Continue Arts programming in Music education including Arts Integrated core instruction.	No	Fully Implemented	Very Effective	The integration of music education into core instruction at the Arts Charter school is working well because it engages students, facilitates multisensory learning experiences, fosters cross-curricular connections, supports cognitive development, nurtures creativity and innovation, and enriches students' cultural understanding. These benefits contribute to a holistic and	\$66,754.91	\$37,315.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					enriching educational experience that prepares students for success in academics and beyond.		
1.3	<b>Drama Teacher</b> Continue Arts programming in Drama education including Arts Integrated core instruction.	No	Fully Implemented	Very Effective	Continuing theater arts and incorporating drama into integrated core instruction at the arts charter school is working well because it enhances communication skills, fosters empathy and social awareness, develops critical thinking and problem-solving abilities, builds confidence, promotes cultural understanding, and cultivates collaboration and teamwork. These benefits contribute to a well-rounded education that prepares students for	\$32,507.37	\$40,533.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					academic success, personal growth, and active participation in society.		
1.4	<b>ELD Specialist</b> Serves ELL students with small group daily ELD instruction.	Yes	Fully Implemented	Very Effective	The Arts Charter has fully implemented a robust ELD program that provides designated English instruction on a daily basis and integrates language instruction through collaboration with other teachers, including art integration. This approach ensures that ELLs receive comprehensive language support and have opportunities to develop their English language skills across diverse content areas, enhancing their academic	\$32,507.37	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					achievement and overall learning experience.		
1.5		No					
1.6		No					
1.7		No					

## Goal 2

### Goal Description

All students will increase in their academic achievement levels on state, local and observational measures.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
SBA Math	Using 2018/19 data for baseline due to the Pandemic: Overall: 42.63% met or exceeded standards * Due past fires and the pandemic our baseline data may be unreliable.	Due to distance learning and the pandemic, students did not take the CAASPP assessment. Because students did not engage in the CAASPP assessments in the 20/21 school year, the	The California School Dashboard report for SRCSA shows the following mathematics SBAC/CAASPP school performance data under the California Accountability System for 2022.	2023 scores increased for four subgroups in math as shown on the California School Dashboard report for SRCSA. Socioeconomically Disadvantaged: 70.4 points below standard	All student subgroups show growth on the dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Three student groups showed performance level at Orange;  Hispanic  SED  White  Other students showed no performance color:  African American  American Indian  Asian  EL  Foster Youth  2 or more races  Pacific Islander  Students with disabilities</p>	<p>dashboard for SRCSA does not reflect any data.</p>	<p>Socioeconomically Disadvantaged: 75.1 points below standard.  Hispanic: 85.6 Points below standard.  White: 42.3 points below standard  English Learners: 130.1 points below standard  Two or More Races: 90.7 points below standard  Students with Disabilities: 166.4 points below standard  No Performance Levels listed for the following subgroups as each category has less than 11 students therefore the data is not displayed due to privacy protocols: African American, Asian, Filipino, Foster Youth, and Pacific Islander.</p>	<p>which is an increase of 4.7 points towards proficiency.  Hispanic: 78.8 points below standard which is an increase of 6.8 points towards proficiency.  White: 46.5 points below standard which is a decline of 4.2 points.  English Learners: 98.2 points below standard which is an increase of 31.8 points.  Two or More Races: 89.2 points below standards which is maintained from the prior year.  Students with Disabilities: 165.2 points below standard which is an increase of 9.4 points towards proficiency.</p>	
SBA ELA	<p>Using 2018/19 data for baseline due to the Pandemic:  Overall: 52.59% met or exceeded standards  * Due past fires and the pandemic our baseline data may be unreliable.  Three student groups showed performance level at Orange;  Hispanic  SED  White  Other students showed no performance color:  African American  American Indian</p>	<p>Due to distance learning and the pandemic, students did not take the CAASPP assessment. Based on the 20/21 data available:  Overall: 52.2% of students met or exceeded standards in English Language Arts as measured by the LGL DORA assessment.  29.9% of students met or exceeded standards in Math as measured by the LGL ADAM assessment.  Because students did not engage in the CAASPP</p>	<p>The California School Dashboard report for SRCSA shows the following English Language Arts SBAC/CAASPP school performance data under the California Accountability System for 2022.  Socioeconomically Disadvantaged: 31.2 points below standard  Hispanic: 39.2 points below standard  White: 5.6 points above standard</p>	<p>2023 scores from the California School Dashboard show that two subgroups' performance levels maintained.  Hispanic: 41 points below standard which is maintained from the prior year  Socioeconomically Disadvantaged: 32.9 points below standard which is maintained from the prior year.  White: 21.1 points below standard which is a decline of 26.7 points.</p>	<p>All student subgroups show growth on the dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Asian EL Foster Youth 2 or more races Pacific Islander Students with disabilities	assessments in the 20/21 school year, the dashboard for SRCSA does not reflect any data.	Reclassified English Learners are scoring 13.6 points below standard and English Only are at 5.5 points below standard.		
LGL Math	Kindergarten: 1.29 First grade: 1.98 Second grade: 2.67 third grade: 3.29 Fourth grade: 3.62 Fifth grade: 4.67 Sixth grade: 5.13	Kindergarten: .76 First grade: 1.56 Second grade: 2.52 third grade: 3.48 Fourth grade: 3.86 Fifth grade: 4.31 Sixth grade: 4.97	Kindergarten: .69 First grade: 1.73 Second grade: 2.55 third grade: 3.12 Fourth grade: 3.98 Fifth grade: 4.43 Sixth grade: 4.74	LGL Growth scores to be updated at the end of the 2024 Spring semester.	All students show at least one year growth each school year.
LGL ELA	Kindergarten: .99 First grade: 1.96 Second grade: 3.09 third grade: 4.63 Fourth grade: 5.63 Fifth grade: 7.62 Sixth grade: 8.37 Seventh grade: 7.26	Kindergarten: .58 First grade: 1.60 Second grade: 2.54 third grade: 4.45 Fourth grade: 5.71 Fifth grade: 6.85 Sixth grade: 8.81	Kindergarten: .54 First grade: 2.11 Second grade: 3.01 third grade: 3.54 Fourth grade: 3.59 Fifth grade: 3.82 Sixth grade: 3.76	LGL Growth scores to be updated at the end of the 2024 Spring semester.	All students show at least one year growth each school year.
ELPAC	40% Increased performance/met criteria. 53% maintained performance 7% decreased performance 2 students reclassified	Due to COVID, in the 21/22 school year, 3 of the 14 ELL students have baseline data. ELPAC scores for the 21/22 SY are not yet available.	22/23 Scores to be released in June ELPAC Summative 21-22 scores show the percent of students within each performance level: 28.75% Proficient Level 4 50% Moderately Developed Level 3 14.29% Somewhat Developed Level 2 7.14% Minimally Developed Level 1	22/23 ELPAC scores show the percent of students within each performance level: 14.29% Proficient Level 4 57.14% Proficient Level 3 21.43% Proficient Level 2 7.14% Proficient Level 1	All EL students show growth toward mastery toward each of the language domains. Our goal is to redesignate all EL students by the end of 6th grade.
Lexia	This our baseline year using LEXIA. Students began using the program in November of this year.	We are in our second year of collection data through LEXIA.  Word Study:	We are in our third year of collection data through LEXIA:  Word Study	Lexia growth scores to be updated at the end of the 2024 Spring semester.	All students are reading at grade level or above in each of the categories: Word study Comprehension

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Word Study: 6th grade: 2% moved from Foundational to Intermediate. 7th grade: 3% moved from Intermediate to Advance 8th grade: No movement</p> <p>Comprehension: 6th grade: no movement 7th grade: 3% moved from Foundational to Intermediate. 3% moved from Intermediate to Advance. 8th grade: no movement</p> <p>Grammar: No movement in all grades.</p>	<p>6th grade: no movement</p> <p>7th grade: 17% moved from Intermediate to Advance 8th grade: 18% moved from intermediate to advance</p> <p>Comprehension: 6th grade: 2% moved from Intermediate to Advance 7th grade: 7% moved from Intermediate to Advance. 8th grade: 10% moved from Intermediate to Advance</p> <p>Grammar: 6th grade: No movement 7th grade: 11% % moved from Intermediate to Advance 8th grade: 13% moved from Intermediate to Advance</p>	<p>6th grade: 14% Advanced, 77% Intermediate, 9% Foundational 7th grade: 29% Advanced, 59% Intermediate, 12% Foundational 8th grade: 28% Advanced, 62% Intermediate, 10% Foundational</p> <p>Comprehension 6th grade: 26% Advanced, 65% Intermediate, 9% Foundational 7th grade: 47% Advanced, 38% Intermediate, 15% Foundational 8th grade: 44% Advanced, 43% Intermediate, 13% Foundational</p> <p>Grammar 6th grade: 11% Advanced, 69% Intermediate, 20% Foundational 7th grade 32% Advanced, 50% Intermediate, 18% Foundational 8th grade 30% Advanced, 50% Intermediate, 20% Foundational</p>		Grammar

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>English Language Development specialist</b> Continue funding the ELD specialist position to provide direct instruction for ELL students in a small group setting for students K-8th grade.</p>	No Yes	Fully Implemented	Very Effective	The Arts Charter has fully implemented a robust ELD program that provides designated English instruction on a daily basis and integrates language instruction through collaboration with other teachers, including art integration. This approach ensures that ELLs receive comprehensive language support and have opportunities to develop their English language skills across diverse content areas, enhancing their academic achievement and overall learning experience.	\$32,507.37	\$0.00
2.2	<p><b>Instructional Aide</b> Continue funding the Instructional Aide position to provide targeted,</p>	No	Fully Implemented	Very Effective	Continuing to fund the instructional aide position to	\$27,116.43	\$20,314.91

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	small group, intervention services to students K-8th grades.				provide targeted small group intervention services offers numerous benefits for students across K-8th grade. It supports personalized learning, early intervention, and consistent academic support, ultimately leading to improved student outcomes and academic success.		

### Goal 3

#### Goal Description

Involvement of all stakeholders, improving school climate and support of student well being will strengthen and improve through our adherence to the Santa Rosa Charter School for the Arts Charter.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Youth truth survey	The Staff data from the survey show significant gains in the areas of Relationships, Engagement, Culture, Professional Development and Safety.	The staff data from the survey show: a decrease of 6% points in engagement from baseline a decrease of 2% points in relationships from baseline	Students at SRCSA ES were surveyed in January 2023 about their perceptions of their school in terms of Engagement, Academic Challenge, Instructional Methods,	Youth truth survey results will be available by the end of the Spring 2024 semester and will be updated at that time.	To continue to show growth in all areas of the Youth Truth survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>The student data from the survey show growth in the areas of Relationships, Culture, Academic Challenge, Relationships and Instructional Methods. We maintained a highly positive survey response for Engagement at 89%.</p>	<p>a 15% point decrease in culture from baseline</p> <p>The student data show:  a gain of 1% point in engagement from baseline  a decrease of 12% points in relationships from baseline  a decrease of 22% points in culture from baseline  44% of students report positively in relationships (this is a baseline year for this category)</p> <p>Family data show:  a decrease of 8% points in engagement from baseline  a decrease of 2% points in relationships from baseline  an increase of 4% points in culture from baseline.</p>	<p>Culture, Belonging, and Relationships. In addition, students provided feedback about Project-Based Learning and Emotional and Mental Health.</p> <p>In order to put student feedback into context, this report compares SRCSA ES students' ratings to the ratings from students at 870 other elementary schools across the country.</p> <p>Compared to other participating elementary schools, SRCSA ES's highest rated themes were:</p> <p>Culture  Relationships  and the lowest rated themes were:</p> <p>Academic Challenge  Instructional Methods  Compared to other participating elementary schools, SRCSA ES's highest rated question within the key themes was:</p> <p>Do students stay busy in class? (which is in the Culture theme)  and the lowest rated question within the key themes was:</p> <p>Does what you learn in class help you in your life?</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>(which is in the Academic Challenge theme)  Respondents also provided feedback about Project-Based Learning. For example, 14% of respondents responded positively to the question: Does what you learn school help you think about what you want to do when you grow up?</p> <p>Respondents also provided feedback about Emotional and Mental Health. For example, 54% of respondents responded positively to the question: When I'm feeling upset, there is an adult outside of school I can talk to.</p>		
Intervention Support Data	SEL Lessons: 17 classes SST meetings: 25 Universal Screener of 21 classes 504 meetings: 12 Parent support meetings:25 Staff support meetings: 50	SST meetings: 25 Classroom SST: 21 504 meetings: 12 social club meetings: 35 Attendance: 280 students Check in/out: 23 students  Attendance: 200 total check ins Progress Reports: 3 students Attendance: 60 teacher responses  SEL Lessons: Wellness Center info: 17 classes Attendance: approx. 425 students Diversity: 11	Safe School Ambassador Training: 6th, 7th, and 8th Grade Students took part in a two day training with teacher and staff supporting/learning alongside.  504/SST/Parent Meetings Progress Reports as needed for all students - middle school specific Staff Support As Needed Throughout the Year Classroom Bullying Presentations and Support: 3rd, 4th, 5th, 6th, 7th, 8th Suicide Prevention/Sexual Harassment Awareness Month - MPR Interactive Wall	Safe School Ambassador Training increased one level of grade participation: 5th, 6th, 7th, and 8th grade students take part in this two day training.  Continued 504/SST/Parent Meetings, monthly Intervention SAP team meetings.  Classroom circles have increased to include weekly and daily circles Tk-8th grade.	Maintain the current interventions provided to staff, students and families as well as strengthen our tier 1 and tier 2 interventions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		Attendance: approx. 55 students  Tools for life: 14 Attendance: approx. 85 students  Academic: Whole Class H.S. 8 Attendance (8th graders) H.S. ind: 7 Parent Meetings: 25 Staff Support meetings: 50			
ELAC Meeting participation	One parent participated in one ELAC meeting this school year.	Our ELAC committee was on hold for the 21/22 school year due to low numbers of EL students and staffing shortage.	New FEF just hired this 22-23 school year and will work on ELAC for next year.	FEF continues to advertise and support DELAC as well as reaching out to bilingual families.	To significantly grow Parent participation in ELAC
SACO meeting participation	Parent participation in SACO decreased this school year due to the pandemic.	SACO has held monthly meetings virtually in the 21/22 School year. SACO has had several board positions vacant this year. SACO is in the process of recruiting parent volunteers to fill board positions	Parent participation flourished this year, and SACO's monthly meetings have been well attended again. All SACO board positions have been filled.	SACO monthly meetings continue to be well attended and PTO funding is strongly supporting arts integration.	SACO will have all board positions filled by Parents. There will be robust attendance at SACO meetings.
Coffee with the Principal meeting participation	Attendance was minimal in the 20/21 SY due to the family pressures as a result of the pandemic.	Due to staffing shortages 4 coffee with the principal meeting were canceled this year. Meetings were held virtually this school year. Approximately 4 parents/guardians attended each coffee with the principal meeting.	Coffee with the principal was well attended in the beginning of the year and staggered with virtual one month and in person the next. Due to meeting conflicts/staff shortages there were three cancellations later in the Spring of the 22/23 year.	Attendance low and format of Coffee with the Principal currently in revision.	Attendance and participation to be strong across all grade levels and demographics.
PAB meeting participation	Attendance was minimal in the 20/21 SY due to the family pressures as a result of the pandemic.	PAB had one vacant parent position this school year. All other board positions were filled.	All PAB board positions filled.	All PAB board positions filled. Middle school to recruit two students for youth voice on PAB board.	PAB will have all board positions filled and there will be non-board member participants at the meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
W.I.N. (What I Need) Intervention	Due to the pandemic and campus closures, W.I.N. was not provided.	W.I.N. Intervention and extended learning was re-instated this school year. Due to COVID safety, W.I.N. followed a grade level model (1 grade level working together) instead of a grade level band (2 grade levels working together).	W.I.N. Intervention services were provided to all students based on their individual needs. Grade level bands were encouraged to collaborate together.	Intervention continues to occur during W.I.N. with small group settings, ELD, SPED, SBT, OT, and other supports are implemented during this time.	W.I.N. intervention services will provided to all students based on their individual needs. W.I.N. intervention time will take place within the instructional day, 5 days per week, at least 30 min per day. All students will participate in W.I.N. intervention time.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Counselor position</b> Continue to improve upon school wide implementation of social emotional/ character education program. Provide students with emotional wellbeing and academic supports and counseling.	No	Fully Implemented	Very Effective	Counselor position was reduced two days for the 2023-2024 school year due to budget cuts. During the three days that our site has a counselor, we are able to see the incredible social emotional support that a counselor is able to provide. Students benefit greatly from this service.	\$122,348.69	\$30,804.54
3.2	Continue parent/student orientation at the beginning of the school year to establish an understanding of expectations for curriculum, behavior and procedures focused	No	Fully Implemented	Very Effective	Parent/student orientation at the beginning of the school year is highly effective in establishing	0	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	on Transitional Kindergarten, Kindergarten and Middle School.				clear expectations for curriculum, behavior, and procedures. It promotes a positive start to the school year, facilitates parental involvement, supports smooth transitions for students, and fosters a sense of community within the school environment.		
3.3	<b>Restorative Specialist</b> Supports students and staff with Restorative Justice conflict management. Supports the student-led restorative practices group by providing training and support in leading circles with younger students.	No	Fully Implemented	Very Effective	Continuing to have a restorative justice specialist on campus is working well because it supports students and staff with conflict management through restorative practices. By providing expertise, guidance, and training, the specialist helps foster a more	\$11,098.58	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					inclusive, empathetic, and respectful school culture where conflicts are resolved constructively, and relationships are strengthened.		
3.4		No					
3.5		No					