

Foothill High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Foothill High School
Street	5000 McCloud Drive
City, State, Zip	Sacramento, CA 95842
Phone Number	(916) 566-3445
Principal	Heather King
Email Address	Heather.King@twinriversusd.org
School Website	http://fhs.twinriversusd.org/
County-District-School (CDS) Code	34765053433265

2022-23 District Contact Information

District Name	Twin Rivers Unified School District
Phone Number	916.566.1600
Superintendent	Steven Martinez
Email Address	steve.martinez@twinriversusd.org
District Website Address	www.twinriversusd.org

2022-23 School Overview

ABOUT TWIN RIVERS UNIFIED SCHOOL DISTRICT

Twin Rivers Unified School District encompasses 80 square miles in a growing, ethnically diverse region in northern Sacramento County characterized by a mix of suburban development and light industry. The district serves more than 26,000 students in preschool through adult education who come from families that speak 46 different languages. All enrolled students, regardless of income level, are eligible to receive a healthy school breakfast and lunch at no charge. Our families live in the neighborhoods of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, North and South Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

Twin Rivers is comprised of 43 schools— 27 elementary schools, four comprehensive high schools, five middle schools, two alternative high schools, one special education center, a K-12 independent study school, preschools, three dependent charter schools on eight sites, and Twin Rivers Adult School.

OUR MISSION

To inspire each student to extraordinary achievement every day.

OUR VISION

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

TWIN RIVERS UNIFIED SCHOOL DISTRICT GOALS

1. By 2024-2025, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.
2. By 2024-2025, TR will have a 92% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.
3. By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 10% (ELA) and 10% (math) during 2022-2023.
4. For 2021-22 and subsequent years, TR will have a budget that does not include a structural deficit.
5. For 2021-22 and subsequent years, the retention rate for all employees will remain above 95%.

OUR CORE BELIEFS

2022-23 School Overview

- All students will graduate college, career and civic-minded ready.
- All students will have a safe, clean and secure environment that is free of bullying and that creates opportunities for learning.
- Student engagement is critical to student success.
- Partnerships with all stakeholders are vital to student success
- TRUSD will be fiscally sound and maximize resources for student success.

Principal's Message

Foothill High School's staff is committed to providing the very best educational experience possible. We believe all students have the ability to learn and achieve at high levels, and failure to learn and thrive is not an option. Through positive relationships with students, parents and community resources, we believe our students can achieve a level of education that is second to none. While there is a focus on all academics, and providing a variety of CTE and AP courses, there is also a focus on building a climate of safety, well-being, and inclusiveness. We believe that part of having a great educational experience is not just what happens during the school day, but also all of the events that make high school memorable such as dances, athletic, clubs, and so much more. Our mission is to be GREAT at all times.

Mission Statement

"The Mission of Foothill High School is to facilitate optimal learning, enabling all students to be academically proficient, effective communicators, and critical thinkers."

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	332
Grade 10	330
Grade 11	288
Grade 12	233
Total Enrollment	1,183

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.4
American Indian or Alaska Native	0.4
Asian	9.3
Black or African American	17.2
Filipino	1.0
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	1.4
Two or More Races	4.8
White	19.8
English Learners	24.1
Foster Youth	0.2
Homeless	3.1
Migrant	0.0
Socioeconomically Disadvantaged	88.3
Students with Disabilities	15.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.00	81.71	1191.70	82.68	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	3.42	16.00	1.11	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.90	7.50	54.70	3.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	5.68	103.50	7.18	12115.80	4.41
Unknown	0.80	1.67	75.30	5.22	18854.30	6.86
Total Teaching Positions	52.60	100.00	1441.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.60	80.78	1155.60	80.01	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	3.47	17.10	1.19	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	5.25	36.80	2.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	4.72	94.00	6.51	11953.10	4.28
Unknown	3.00	5.74	140.50	9.73	15831.90	5.67
Total Teaching Positions	52.70	100.00	1444.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	3.90	1.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.90	2.70

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	1.80
Local Assignment Options	1.90	0.60
Total Out-of-Field Teachers	2.90	2.40

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.10	4.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.00	3.70

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Twin Rivers Unified held a public hearing on October 4, 2022, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2022, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

Year and month in which the data were collected October, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	<p>Grades 9-12: SAVVAS Learning Company / Pearson - CA My Perspectives, 2017</p> <p>AP English Comp: Bedford/St. Martins - Current Issues and Enduring Questions, Fifty Essays: A Portable Anthology, 2014</p> <p>AP English Lit: Glenco/McGraw - Literature: Reading Fiction, Poetry & Drama - 2007</p> <p>ERWC: CSU - Expository Reading and Writing Course 3.0, 2019</p> <p>ELD: Pearson - Ilit, 2017</p>	Yes	0.0%
Mathematics	<p>Integrated Math 1: College Preparatory Mathematics (CPM) - Core Connections - Integrated 1, 2014</p> <p>Integrated Math 2: College Preparatory Mathematics (CPM) - Core Connections - Integrated 2, 2015</p> <p>Integrated Math 3: College Preparatory Mathematics (CPM) - Core Connections - Integrated 3, 2015</p> <p>Pre-Calculus: HM/McDougal - Pre-Calculus with Limits A Graphing Approach, 2008</p> <p>Algebra with Financial Applications: South Western Cengage - Financial Algebra: Advanced Algebra with Financial Applications, 2014</p> <p>Consumer Math: Steck-Vaughn/Houghton Mifflin Harcourt - The Mathematics Of Banking & Credit, 2011</p> <p>Statistics/AP Statistics: W.H Freeman Co. - Practice of Statistics - 2008</p> <p>AP Calculus: Key Curr. Press- Calculus: Concepts and Applications - 2005</p>	Yes	0.0%
Science	<p>Living Earth: SAVVAS Learning Company - Experience Biology: The Living Earth, 2020</p> <p>Chemistry in the Earth: SAVVAS Learning Company - Experience Chemistry in the Earth System, 2021</p> <p>Physics: SAVVAS Learning Company - Experience Physics, 2021</p> <p>Anatomy and Physiology: Pearson/Prentice Hall - Essentials of Anatomy & Physiology - 2006</p> <p>Forensic Science: Kendal/Hunt - Forensic Science For High School - 2016</p> <p>AP Biology: Pearson/Prentice Hall - Campbell Biology, 2014</p> <p>AP Chemistry: Glencoe/McGraw Hill - Chemistry: The Molecular Nature of Matter and Change - 2015</p> <p>AP Environmental Science: W.H. Freeman - Environmental Science AP - 2015</p> <p>AP Physics 1 and 2: Pearson/Prentice Hall - Physics: Principles with Applications, 2014</p> <p>Life Science ESS: Globe Fearon - Life Science - Concepts and Challenges - 2003</p> <p>Earth Science ESS: Globe Fearon - Earth Science - Concepts and Challenges – 2003</p>	Yes	0.0%
History-Social Science	<p>World History 10: TCI - World Connections, 2020</p> <p>World History ESS: Globe Fearon/Pacemaker - World History - 2002</p> <p>US History 11: TCI - Pursuing American Ideals, 2019</p> <p>US History ESS: Globe Fearon/Pacemaker - United States History - 2004</p>	Yes	0.0%

	<p>Race and Social Justice: TCI - Pursuing American Ideals - 2019</p> <p>American Government: TCI - Power, Politics, and You, 2019</p> <p>Government ESS: Globe Fearon/Pacemaker - American Government - 2001</p> <p>Economics: TCI - Power To Choose, 2020</p> <p>Economics ESS: Globe Fearon/Pacemaker - Economic Essentials - 2001</p> <p>AP US History: Bedford St. Martin - Americas History - 2014</p> <p>AP European History: Cengage - Western Civilizations - 2016</p> <p>AP GovePolUS: Pearson/Prentice Hall - Government in America - 2016</p> <p>AP Macro Economics: BFW Worth - Krugman's Macroeconomics - 2015</p> <p>AP Human Geography: Pearson/Prentice Hall - The Cultural Landscape - 2017</p> <p>AP World History: McGraw Hill - Traditions and Encounters – 2017</p>		
Foreign Language	<p>Spanish 1: Pearson/Prentice Hall - Realidades 1, 2008</p> <p>Spanish 2: Pearson/Prentice Hall - Realidades 2, 2008</p> <p>Spanish 3: Pearson/Prentice Hall - Realidades 3, 2008</p> <p>Spanish 4: Glencoe - Galeria de Arte y Vida, 2004</p> <p>AP Spanish Lit: Pearson/Prentice Hall - Momentos Cumbres de las Literatures Hispanicas, 2004</p> <p>AP Spanish Lang: Pearson/Prentice Hall - Abriendo Paso Lectura & Abriendo Paso Gramatica, 2014</p> <p>Spanish 1 NS: Glencoe - El Espanol Para Nosotros 1, 2006</p> <p>Spanish 2 NS: Glencoe - El Espanol Para Nosotros 2, 2006</p> <p>French 1: Holt - Bien Dit - Level 1, 2008</p> <p>French 2: Holt - Bien Dit - Level 2, 2008</p> <p>French 3: Holt - Bien Dit - Level 3, 2008</p> <p>AP French: Glencoe/McGraw Hill - Tresors Du Temps, 2005</p> <p>Hmong 1 NS: Hmong Books Center - Discovering the Hmong Language, 2014</p> <p>Hmong 2 NS / Hmong 3 NS: 3 Hmong Publishing - CAG TXUJ NTAUV HMOOB, 2010</p>	Yes	0.0%
Health	<p>Health Science: Pearson - Health, 2014</p>	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	<p>Biology: - Microscopes, Dissecting Sets, Test Tubes, Beakers, Safety Goggles</p> <p>Chemistry - Flasks, Graduated Cylinders, Hot Plates, Thermometers, Pipettes</p> <p>Physics - Support Stands, Timers or Photogates, Electronic Balances, Meter Sticks</p>	Yes	0.0%

School Facility Conditions and Planned Improvements

Foothill High was originally constructed in 1964. The campus is currently comprised of 85 classrooms, a library, two computer labs, two gyms, a fitness room, a music building, one counseling room, a staff lounge, a football stadium, and a cafeteria.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Four full-time and one part-time custodian ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Year and month of the most recent FIT report

4/13/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P RM T 10: 2. DIRT VENTS/ BLOWING DUST RM S23: 2. A/C UNIT IS RATTLING
Interior: Interior Surfaces			X	ADMIN BLDG: 4. WATER STAIN CEILING TILES/ FORMICA IS BROKEN ON COUNTER ATTENDANCE: 4. FORMICA IS BROKEN ON COUNTER CAFETERIA: 4. WATER STAIN CEILING TILES 14. DRY ROT ON EAVES/ BOARD IS LOOSE IMC AT S12: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER IMC: 4. WATER STAIN CEILING TILE RM C1: 4. WATER STAIN CEILING TILES RM C10: 4. HOLE IN WALL AT BACK OFFICE AREA 7. LIGHT DIFFUSER IS LOOSE RM C13: 4. FLOOR TILES ARE CRACKED RM C15: 4. WATER STAIN CEILING TILES/ FORMICA IS BROKEN AND MISSING ON DESKS RM C6: 4. FLOOR TILES ARE CRACKED/ WATER STAIN CEILING TILES RM C8: 4. WATER STAIN CEILING TILES RM E1: 4. WATER STAIN CEILING TILES/ CEILING TILE IS MISSING RM E2: 4. CEILING TILES ARE MISSING 7. ALL LIGHT DIFFUSERS ARE MISSING RM E3/ WEIGHT RM: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSERS ARE MISSING RM E4/ SHOP: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE LOOSE RM E5 / WRESTLING: 4. CEILING TILE IS MISSING RM E6: 4. CEILING TILE IS LOOSE/ WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WALL RM F11: 4. WATER STAINS CEILING TILES RM F12: 4. WATER STAIN CEILING TILES RM F13: 4. WATER STAIN CEILING TILES RM F2: 4. WATER STAIN CEILING TILES RM F4: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

			<p>RM F5: 4. WATER STAIN CEILING TILES RM F6: 4. HOLE IN FLOOR TILE AT ENTRY RM F7: 4. WATER STAIN CEILING TILE/ WALLPAPER IS TORN RM F8: 4. WATER STAIN CEILING TILES RM M1: 4. FLOOR TILES ARE CRACKED AT ENTRY/ METAL GRATE AT BASE OF DOOR IS RAISED/ TRIP HAZARD RM N10: 4. CEILING TILES ARE LOOSE RM N13: 4. CEILING TILE IS LOOSE RM N16: 4. WATER STAIN CEILING TILES RM N8: 4. WALLPAPER IS TORN 14. TRIP HAZARD ON CEMENT WALKWAY RM S16: 4. WATER STAIN CEILING TILES RM S17: 4. CEILING TILE IS MISSING RM S2: 4. WATER STAINS CEILING TILES RM S4: 4. WATER STAIN CEILING TILES/ CEILING TILE IS DAMAGED RM S7: 4. WATER DAMAGE TO CEILING/ CEILING TILE MISSING 14. ROOM NUMBER SIGN IS MISSING RM S8: 4. CEILING TILES ARE MISSING RM T 4: 4. HOLE IN WALL/ RUBBER MOLDING IS LOOSE UNDER CABINET 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 14. TRIP HAZARD ON WALKWAY UPSTAIRS RM F9: 4. WATER STAIN CEILING TILES</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p>Electrical</p>	X		<p>IMC AT S12: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER RM C10: 4. HOLE IN WALL AT BACK OFFICE AREA 7. LIGHT DIFFUSER IS LOOSE RM E2: 4. CEILING TILES ARE MISSING 7. ALL LIGHT DIFFUSERS ARE MISSING RM E3/ WEIGHT RM: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSERS ARE MISSING RM S12: 7. CONDUIT END CAP IS MISSING RM S5: 7. CONDUIT COVER IS MISSING/ EXPOSED WIRES</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	X		
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>BOYS LOCKER RM: 11. PAINT IS CHIPPING ON EAVES AT OUTSIDE WALKWAY BOYS RR: 11. PAINT IS CHIPPING ON EAVES CAFETERIA: 4. WATER STAIN CEILING TILES 14. DRY ROT ON EAVES/ BOARD IS LOOSE RM C14: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM C17: 11. PAINT IS CHIPPING ON EAVES RM S19: 11. PAINT IS PEELING ON DOOR FRAME</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>BOYS GYM: 12. DRY ROT ON EAVES BY RESTROOMS 14. TRIP HAZARD ON WALKWAY</p>

School Facility Conditions and Planned Improvements

<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>BOYS GYM: 12. DRY ROT ON EAVES BY RESTROOMS 14. TRIP HAZARD ON WALKWAY P RM T7: 14. TRIP HAZARD AT CEMENT SEAM RM C7: 15. WINDOW IS BOARDED RM N12: 14. TRIP HAZARD ON WALKWAY RM N8: 4. WALLPAPER IS TORN 14. TRIP HAZARD ON CEMENT WALKWAY RM S10: 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR RM S7: 4. WATER DAMAGE TO CEILING/ CEILING TILE MISSING 14. ROOM NUMBER SIGN IS MISSING RM T 4: 4. HOLE IN WALL/ RUBBER MOLDING IS LOOSE UNDER CABINET 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 14. TRIP HAZARD ON WALKWAY</p>
--	---	--	---

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	260	95.94	4.06	47.31
Female	118	114	96.61	3.39	54.39
Male	153	146	95.42	4.58	41.78
American Indian or Alaska Native	--	--	--	--	--
Asian	30	29	96.67	3.33	27.59
Black or African American	46	42	91.30	8.70	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	111	105	94.59	5.41	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	41.18
White	56	56	100.00	0.00	58.93
English Learners	68	64	94.12	5.88	6.25
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	45.45
Military	19	19	100.00	0.00	36.84
Socioeconomically Disadvantaged	246	237	96.34	3.66	45.99
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	56	53	94.64	5.36	11.32

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	259	95.57	4.43	14.34
Female	118	111	94.07	5.93	17.12
Male	153	148	96.73	3.27	12.24
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	6.67
Black or African American	46	42	91.30	8.70	9.52
Filipino	--	--	--	--	--
Hispanic or Latino	111	105	94.59	5.41	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	16	94.12	5.88	25.00
White	56	55	98.21	1.79	20.00
English Learners	68	66	97.06	2.94	1.54
Foster Youth	0	0	0.00	0.00	0.00
Homeless	11	11	100.00	0.00	18.18
Military	19	17	89.47	10.53	5.88
Socioeconomically Disadvantaged	246	236	95.93	4.07	13.19
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	56	52	92.86	7.14	1.92

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	12.15	6.45	14.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	486	469	96.5	3.5	12.15
Female	221	214	96.83	3.17	9.81
Male	265	255	96.23	3.77	14.12
American Indian or Alaska Native	--	--	--	--	--
Asian	53	52	98.11	1.89	5.77
Black or African American	82	78	95.12	4.88	5.13
Filipino	--	--	--	--	--
Hispanic or Latino	212	203	95.75	4.25	13.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	13.04
White	103	101	98.06	1.94	17.82
English Learners	117	111	94.87	5.13	1.8
Foster Youth	0	0	0	0	0
Homeless	16	16	100	0	6.25
Military	36	34	94.44	5.56	5.88
Socioeconomically Disadvantaged	434	419	96.54	3.46	11.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	71	93.42	6.58	1.41

2021-22 Career Technical Education Programs

Career Technical Education (CTE) pathway courses are offered as coursework for numerous pathway programs. CTE courses provide students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. All CTE courses offer hands-on learning in specific industry-related sectors relevant to the community and the state. CTE pathway courses also offer a wide range of additional educational benefits including college credit for qualifying courses, industry certifications and career-ready skills to enter any industry sector.

The Twin Rivers Unified School District offers many cutting-edge, rigorous and relevant Career and Technical Education (CTE) pathways that prepare youth for a wide range of high-wage, high-skill, and high-demand careers that are integrated with their academics. Many of the courses are A-G approved and/or give students the opportunity to receive college credit.

The CTE programs offered at each of the Twin Rivers Unified high schools are diverse and unique to the specific culture and needs of each school. These include pathways for Digital Media, Construction, Culinary, Sports Medicine, Business Finance, Computer Science, Criminal Justice, Theatre Production, Architectural Design, Game Design, Green Diesel, Early Childhood Education, Agriscience, Floral Design, Agricultural Mechanics, Entrepreneurship Small Business, Television and Video Production, and Business Management.

The Twin Rivers Unified School District Career/College Options Department is responsible for the development and implementation of career technical classes. According to federal and state guidelines these classes should be organized into a scope and sequence and meet industry standards. It is important for the CTE committee to be comprised of a variety of people including, but not limited to; business partners, community leaders, parents, students, educators and other interested parties. The committee will discuss awareness, recruitment, placement and retention of middle, high school and adult students in CTE classes; local labor market and school/business partnerships, career technical program updates, evaluation and funding will also be reviewed.

Individuals interested in participating in the CTE advisory meeting, please contact Arts and Career Education Dept., 566-1600

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	551
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.39
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	35.23

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	0.3%	0.3%	0.3%	0.3%	0.3%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents play an important role at Foothill High School through active participation and involvement in the following:

- School Site Council
- Booster Club
- English Language Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- IEP Team
- SST Committee

Parents and community members are also encouraged to volunteer in the classroom and as field trip chaperones.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.3	4.8		20.4	27.8		8.9	7.8
Graduation Rate		94.2	90.9		72.1	67.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	231	210	90.9
Female	106	101	95.3
Male	125	109	87.2
American Indian or Alaska Native	--	--	--
Asian	25	20	80.0
Black or African American	36	35	97.2
Filipino	--	--	--
Hispanic or Latino	105	98	93.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	54	48	88.9
English Learners	66	57	86.4
Foster Youth	--	--	--
Homeless	26	24	92.3
Socioeconomically Disadvantaged	223	202	90.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	36	30	83.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1350	1305	646	49.5
Female	630	607	302	49.8
Male	717	695	341	49.1
American Indian or Alaska Native	5	5	1	20.0
Asian	147	144	51	35.4
Black or African American	238	225	137	60.9
Filipino	13	13	7	53.8
Hispanic or Latino	582	564	269	47.7
Native Hawaiian or Pacific Islander	17	16	7	43.8
Two or More Races	60	60	35	58.3
White	265	256	135	52.7
English Learners	376	363	154	42.4
Foster Youth	4	3	3	100.0
Homeless	75	72	46	63.9
Socioeconomically Disadvantaged	1225	1187	599	50.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	219	208	113	54.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.82	4.68	2.45
Expulsions	0.08	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	10.67	0.06	5.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.67	0.00
Female	8.10	0.00
Male	12.97	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.48	0.00
Black or African American	22.69	0.00
Filipino	15.38	0.00
Hispanic or Latino	8.42	0.00
Native Hawaiian or Pacific Islander	17.65	0.00
Two or More Races	6.67	0.00
White	6.79	0.00
English Learners	8.78	0.00
Foster Youth	0.00	0.00
Homeless	14.67	0.00
Socioeconomically Disadvantaged	10.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.13	0.00

2022-23 School Safety Plan

The safety of students and staff is a primary concern of Twin Rivers Unified School District. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among school staff, teachers, and school administrators. All guests to the campus must sign in at the office and wear a visitor's badge at all times.

To safeguard the well-being of students and staff, our school has a comprehensive School Site Safety Plan, which is reviewed and updated annually by the Site Safety Committee. Any revisions made to the plan are reviewed immediately with the staff. School staff also review the plan annually at the beginning of the school year. The plan was last reviewed with school staff in August 2021.

Key elements of the Safety Plan focus on the following: disaster response procedures, school-wide dress code, child abuse reporting procedures, bullying prevention, sexual harassment policy, teacher notification of dangerous pupils procedures and safe ingress and egress of pupils, parents, and school employees.

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and lockdown drills are held twice a year. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	29	28	7
Mathematics	24	15	22	14
Science	22	8	33	
Social Science	20	20	13	10

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	119		
Mathematics	12	95		
Science	12	78		
Social Science	11	79		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	52	16	19
Mathematics	22	20	13	19
Science	19	20	29	1
Social Science	15	35	18	7

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	394.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,310	\$2,187	\$7,123	\$76,887
District	N/A	N/A	\$7,215	\$80,769
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Based on 2020-21 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- After School Education & Safety
- Ag Incentive Grant
- CA Career Pathways Trust
- CA Partnership Academies
- CAAP College Going Culture
- Carl Perkins
- Career Tech Ed Incentive Grant
- College Readiness Block Grant
- Economic Impact Aid
- Elementary and Secondary School Emergency Relief
- Generation Green Program
- Head Start
- Learning Loss Mitigation
- Low Performing Students Block Grant
- Medi-Cal
- ROTC
- Special Education
- State Lottery
- Strong Workforce Program
- Supplemental/Concentration
- Title I
- Title II
- Title III
- Title III, IV
- TUPE
-

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,187	\$51,081
Mid-Range Teacher Salary	\$73,811	\$77,514
Highest Teacher Salary	\$101,734	\$105,764
Average Principal Salary (Elementary)	\$120,231	\$133,421
Average Principal Salary (Middle)	\$126,701	\$138,594
Average Principal Salary (High)	\$134,111	\$153,392
Superintendent Salary	\$329,494	\$298,377
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	12.9
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	2
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and Certificated support personnel work to build skills and develop educational concepts through their participation in conferences and after school workshops throughout the year. In the 2020-2021 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, early literacy instruction, literacy in all content areas, math, English Language Arts Lesson Design and leadership development, as well as other numerous curricular support programs necessary to support student's continued growth. During the Fall of the 2020-21 school year, the district also supported over 165 beginning teachers through our partnership with the Sacramento County Office of Education's Teacher Induction Program and local University Intern programs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5