

Cambridge Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Ms. Susan Nader, Principal

Principal, Cambridge Elementary

About Our School

Welcome to Cambridge Elementary School, home of the Cougars! As you walk through the doors of our school, you will feel the warmth of a school that supports all students and welcomes all families. Cambridge is one of five elementary schools in the Travis Unified School District. At Cambridge, we are committed to a culture of universal achievement. This defines who we are and what we stand for.

Every member of our staff believes the following:

- Each student is capable of meeting academic standards in reading, language arts and math.
- There is an intense commitment to the promotion of academic accomplishments and character development for every student
- Our school can neutralize many challenges our kids bring to school
- Academic success and social responsibility are the main goals of our school.
- The principals and staff value a collaborative model
- There are No Excuses for poor effort for all stakeholders.

At Cambridge we partner with our community, PTA and many other parent groups. Our PTA is an integral part of our educational program and school community. The PTA plans many great activities and events throughout the school year. We are proud of our Arts Adventure, C-STEM and VEX robotics after school programs.

Contact

Cambridge Elementary
100 Cambridge Dr.
Vacaville, CA 95687-6900

Phone: 707-446-9494
Email: snader@travisusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Travis Unified
Phone Number	(707) 437-4604
Superintendent	Pam Conklin
Email Address	pconklin@travisusd.org
Website	www.travisusd.org

School Contact Information (School Year 2019—20)	
School Name	Cambridge Elementary
Street	100 Cambridge Dr.
City, State, Zip	Vacaville, Ca, 95687-6900
Phone Number	707-446-9494
Principal	Ms. Susan Nader, Principal
Email Address	snader@travisusd.org
Website	www.travisusd.org/domain/8
County-District-School (CDS) Code	48705656103154

Last updated: 1/18/2020

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

School Description:

Cambridge Elementary School is located in Vacaville, between San Francisco and Sacramento in Solano County. The town was incorporated in 1892 and is comprised of 27 square miles with a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 100,000 residents call Vacaville home, and have helped to transform the community from a small agricultural town into a thriving and progressive city. While Vacaville has experienced rapid growth, our community remains a "small town at heart," whose residents pride themselves on a high level of community involvement.

Cambridge School is one of the five elementary schools in Travis Unified School District, which also includes one middle school, one high school, a community day school, and an education center.

Mission Statement:

Our Pledge

We are committed to creating an inclusive school environment that pursues academic excellence and noble character development for each student. No Excuses!

Our One Goal

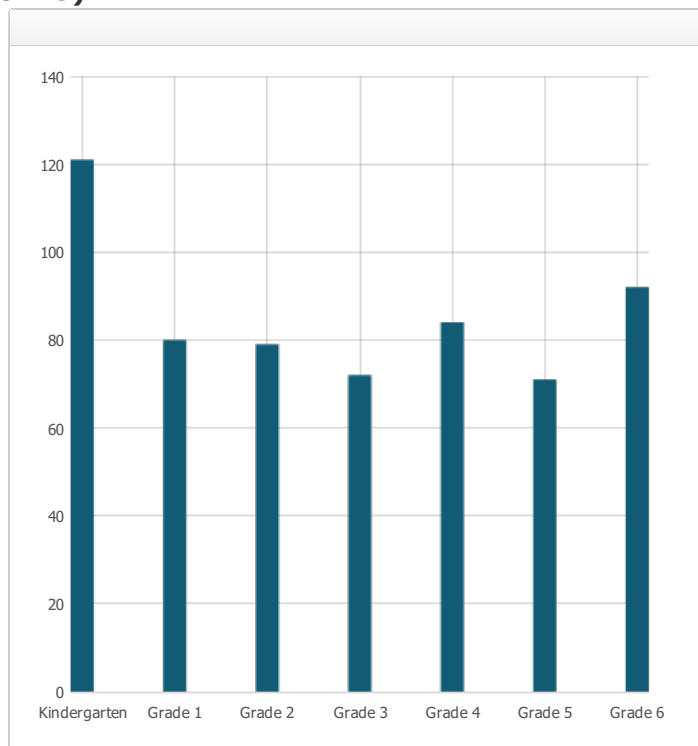
Every student, without exception and without excuse, will be proficient or advanced in language arts and math.

We as a school community we believe that the best way to fulfill our pledge and our goal is to create a Culture of Universal Achievement and develop Exceptional Systems. Our exceptional systems are: interventions, data analysis, assessment plans, standards alignment, collaboration and the belief that all students can learn and it is the school's job to make this happen!

Last updated: 1/12/2020

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

Grade Level	Number of Students
Kindergarten	121
Grade 1	80
Grade 2	79
Grade 3	72
Grade 4	84
Grade 5	71
Grade 6	92
Total Enrollment	599



Last updated: 1/18/2020

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

Student Group	Percent of Total Enrollment
Black or African American	7.50 %
American Indian or Alaska Native	0.20 %
Asian	3.70 %
Filipino	4.70 %
Hispanic or Latino	32.40 %
Native Hawaiian or Pacific Islander	1.20 %
White	33.90 %
Two or More Races	15.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.20 %
English Learners	6.50 %
Students with Disabilities	11.40 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

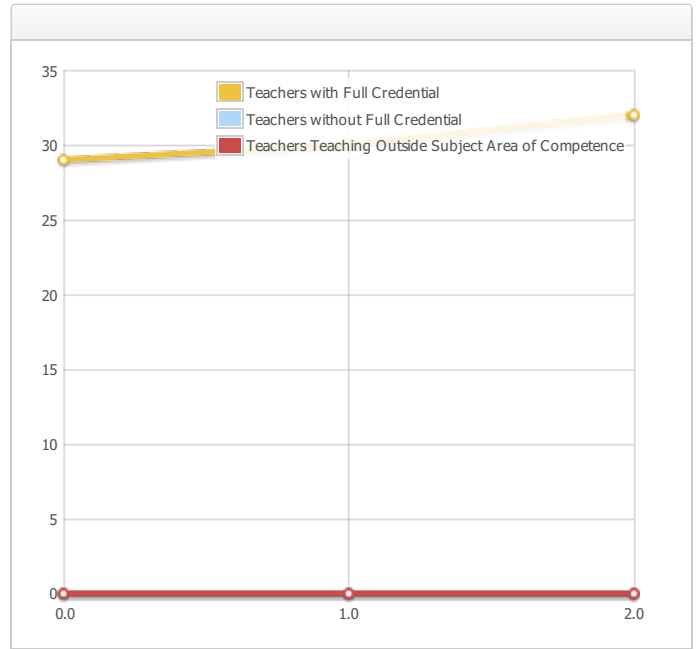
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	29	30	32	267
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2020

Teacher Misassignments and Vacant Teacher Positions

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



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade: McGraw -Hill Education: California Wonders Comprehensive System ELA/ELD ©2017 6th Grade: CollegeBoard: Springboard California ELA Edition, Program 1 ©2017	Yes	0.00 %
Mathematics	Kindergarten - 5th Grade: HMH: Math in Focus ©2015 6th Grade: Glencoe California Math; Your Common Core Edition, Course 1 ©2015	Yes	0.00 %
Science	Kindergarten - 5th Grade: TWIG Science ©2020 6th Grade: Amplify ©2020	Yes	0.00 %
History-Social Science	Harcourt School Publishers Kindergarten Our World, Now and Long Ago© 2007 First Grade A Child's View © 2007 Second Grade People We Know © 2007 Third Grade Our Communities © 2007 Fourth Grade A Changing State © 2007 Fifth Grade Making a New Nation © 2007 Pearson Sixth Grade: Ancient Civilizations: My World Interactive © 2019	Yes	0.00 %
Foreign Language			0.00 %
Health	Harcourt Health and Fitness © 2006	No	0.00 %
Visual and Performing Arts	Silver Burdett Making Music, California Edition © 2008	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/20/2020

School Facility Conditions and Planned Improvements

Cambridge Elementary School campus was originally built in 1982 and contains 28 classrooms, one library, a gym/multipurpose room, one staff room, two computer labs, a school garden, and two playgrounds. At the time of publication (January 2017) 100% of the restrooms were in good working order. Two of these restrooms were remodeled in the summer of 2015.

Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Supervisor of Maintenance and Operations coordinates in-service training for the custodial staff. The district has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment as a guideline for our cleaning policy.

Maintenance and Repair

The district maintenance staff ensure that all necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is utilized to maintain efficient service and emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. There are no major deficiencies at Cambridge Elementary School. The items noted in the table have been corrected or are in the process of remediation.

Last updated: 1/18/2020

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Significant cracks, trip hazards, holes or deterioration.

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/20/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	49.0%	57.0%	56.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	39.0%	45.0%	42.0%	42.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/18/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	321	99.38%	0.62%	48.91%
Male	166	165	99.40%	0.60%	41.82%
Female	157	156	99.36%	0.64%	56.41%
Black or African American	32	32	100.00%	0.00%	28.13%
American Indian or Alaska Native	--	--	--	--	
Asian	14	14	100.00%	0.00%	64.29%
Filipino	16	16	100.00%	0.00%	93.75%
Hispanic or Latino	103	103	100.00%	0.00%	42.72%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	98	97	98.98%	1.02%	54.64%
Two or More Races	51	50	98.04%	1.96%	54.00%
Socioeconomically Disadvantaged	118	117	99.15%	0.85%	35.04%
English Learners	29	28	96.55%	3.45%	50.00%
Students with Disabilities	35	34	97.14%	2.86%	11.76%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	322	99.69%	0.31%	45.34%
Male	166	165	99.40%	0.60%	41.82%
Female	157	157	100.00%	0.00%	49.04%
Black or African American	32	32	100.00%	0.00%	25.00%
American Indian or Alaska Native	--	--	--	--	
Asian	14	14	100.00%	0.00%	50.00%
Filipino	16	16	100.00%	0.00%	87.50%
Hispanic or Latino	103	103	100.00%	0.00%	36.89%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	98	97	98.98%	1.02%	47.42%
Two or More Races	51	51	100.00%	0.00%	62.75%
Socioeconomically Disadvantaged	118	118	100.00%	0.00%	28.81%
English Learners	29	29	100.00%	0.00%	37.93%
Students with Disabilities	35	34	97.14%	2.86%	8.82%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/18/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.60%	20.60%	30.90%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/21/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

We have a high level of parent engagement and involvement at Cambridge Elementary School. There are numerous opportunities for parent involvement. Parents can volunteer in the classroom, as Watch Dogs, on the playground, on field trips, at special events or with the PTA. They can also participate on our School Site Council assisting in the budget, School Site Plan and Safety Plan. Parents of English Language Learners have the opportunity to participate on the English Language Learner Advisory Committee or on the district level committee. The Superintendent's Advisory Committee includes parent representatives from Cambridge. Our school also benefits from partnerships with local businesses and services, including The Officers' Wives Club, Boudin Bakery, Round Table Pizza, The Travis Spouse's Club, Winco, Firehouse Subs, Vacaville Police Center, Target, Walmart, and The Tuskegee Airmen.

Contact Information

Parents who wish to participate in Cambridge Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 446-9494.

State Priority: Pupil Engagement

Last updated: 1/18/2020

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.90%	1.20%	1.70%	4.20%	3.90%	4.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/18/2020

School Safety Plan (School Year 2019—20)

The safety of everyone at Cambridge is one of our highest priorities. The School Site Safety plan is evaluated and revised annually each spring by the principals, members of the School Site Council and the Safety Committee. Each year the revisions are shared and reviewed with the entire staff. The School Site Safety Plan is a disaster preparedness plan which lays out steps that are taken to ensure student and staff safety during an emergency. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during recess by teachers. During lunch, noon duty supervisors monitor students. All visitors to the school must sign in first at the school office and receive a visitor's badge.

Last updated: 1/21/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	4	
1	21.00	1	2	
2	21.00	1	3	
3	19.00	3		
4	27.00		3	
5	32.00		2	1
6	28.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	2	3	
1	25.00		3	
2	20.00	2	1	
3	20.00	1	3	
4	30.00		2	
5	28.00		3	
6	31.00		2	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		5	
1	24.00		3	
2	25.00		3	
3	23.00		3	
4	27.00		3	
5	36.00			2
6	31.00		3	
Other**	11.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/20/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.50
Nurse	1.00
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.00
Other	2.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6870.92	\$959.79	\$5911.13	\$71206.00
District	N/A	N/A	\$6883.10	\$71905.00
Percent Difference – School Site and District	N/A	N/A	85.88%	99.03%
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	78.75%	91.22%

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

Last updated: 1/20/2020

Types of Services Funded (Fiscal Year 2018—19)

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

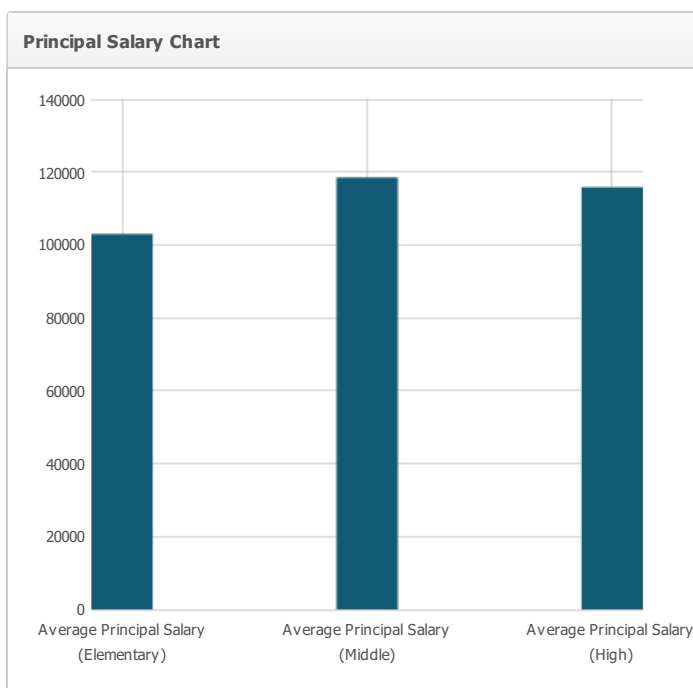
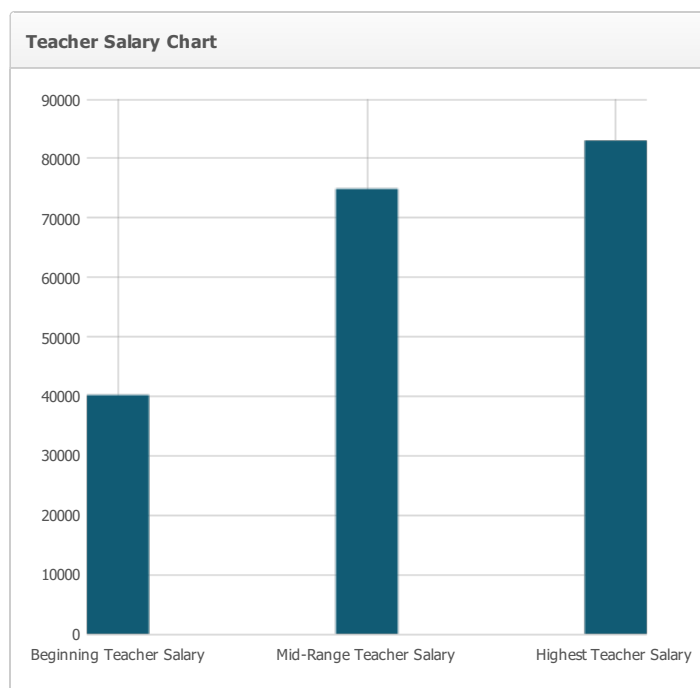
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups. The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

Last updated: 1/20/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,206	\$49,084
Mid-Range Teacher Salary	\$74,909	\$76,091
Highest Teacher Salary	\$83,038	\$95,728
Average Principal Salary (Elementary)	\$102,972	\$118,990
Average Principal Salary (Middle)	\$118,479	\$125,674
Average Principal Salary (High)	\$115,817	\$137,589
Superintendent Salary	\$203,250	\$230,096
Percent of Budget for Teacher Salaries	38.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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



Last updated: 1/20/2020

Professional Development

All totals include 1 full district day and a combination of partial and full days.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	2